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ABSTRACT

The TRIO/Special Services Program at the University of Minnesota is described, and a national evaluation of TRIO programs (Upward Bound, Talent Search, and Special Services) is briefly summarized. The TRIO/Special Services Program at the University of Minnesota is located within The General College, which is the open enrollment unit of the university. The program has four components: the integrated course of study, counseling services, tutorial services, and the summer institute. The courses include a survival seminar course, which concentrates on study skills, career planning, and stress management; a writing lab; math courses; and courses in areas such as urban problems, arts and psychology. The summer institute, which is examined in detail, is available for entering low income freshmen during the summer prior to their first fall quarter. During the 1980-81 academic year, TRIO services were used by 248 students. A student survey was administered in the fall of 1980 and readministered in the spring of 1981. It was found that TRIO/Special Services students began college with several handicaps to academic success. They had poor basic skills, low income, and were from nontraditional backgrounds. However, a higher percentage of the TRIO students stayed in school, completing a higher proportion of credits than a low income control group, and maintained a grade point average comparable to the control group. Case studies of two TRIO students, exit reviews, course/instructor evaluations, and an evaluation of the writing lab sequence also are included. (SW)

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TRIO/Special Services Program Evaluation

Final Report 1980 - 1981

Sherry Read
University of Minnesota
General College

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Foreword

One Fall afternoon, a British balloonist made an attempt to cross the English Channel in a hot-air balloon. Unexpected high winds took her far away from the charted landing site. In the morning, she was jolted awake by a tumultuous arrival in the middle of a hayfield. Within minutes, a man's head peered in over the edge of the basket. The Britisher excitedly inquired, "Where am I?"

The man replied, in a heavy French accent, "You are in a field, in a deflated balloon, speaking to me, of course."

An irate Britisher further queried, "Are you a statistician?"

"Yes, I am. How did you know?" asked the Frenchman.

"Because," answered the Britisher, "you have given me decidedly accurate information, and I still haven't the foggiest notion where I am."

The sincere charge of this evaluation is, not only to ask the important questions, but also to give accurate and informative answers.

Sherry Read
August, 1981
Minneapolis, Minnesota

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• Introduction

The name TRIO stands for three federal programs:

1) Upward Bound, which aids high school students from poverty backgrounds with academic needs,

2) Talent Search, a counseling and information service for low income students who are college bound, and

3) Special Services, for non-traditional college students, usually including specially staffed programs such as counseling, remedial study and ethnic identity activities. The TRIO/Special Services Program is this type of program at the University of Minnesota and it is the subject of this evaluation.

The TRIO programs were funded in 1968 as a part of the Federal Higher Education Amendment. This legislation provided for support services in post-secondary institutions in order to facilitate the progress of disadvantaged young people. In this context, disadvantaged students were defined as those from families within the national poverty criteria or the physically handicapped. Through the course of program development, disadvantaged has come to mean:

> members of groups which have been historically underrepresented in higher education and are clearly below the national averages on economic and educational indices.[1]

These individuals have also been referred to as non-traditional students.

To date, the most exhaustive national evaluation of TRIO/Special Services programs was conducted in 1975 by Educational Testing Service in Princeton, New Jersey, supported by the Office of Education. The major finding of that evaluation was:

> There is no clear and consistent evidence that the availability and/or use of Special Services programs is related to the success or satisfaction of the disadvantaged student in general.[2]

Institutional variables were found to account for more differences in student success than participation in TRIO/Special Services programs. The factors found to contribute most to effective program functioning included: honest and demonstrated institutional commitment, a respected and capable program director, respect and involvement of regular teaching faculty, and a minimal difference in values, ability and behavior between TRIO/Special Services students and other students within the institution.

A new national evaluation of TRIO/Special Services is in progress during 1981 under the direction of Systems Development Corporation in Santa Monica, California. It will be interesting to see how its results compare with those of the 1975 study.

The TRIO/Special Services Program at the University of Minnesota is located within The General College (GC), which is the open enrollment unit of the university. As an open-admissions unit, General College has more non-traditional students that other colleges within the University of Minnesota. For forty-nine years, GC has served as an educational laboratory within a major research university. The laboratory focus has been to develop instructional methods for non-traditional students.

At the University of Minnesota, the TRIO/Special Services Program's goal is to provide services which help to prevent non-traditional freshmen from becoming victims of the "revolving door" syndrome; that is, entering and leaving college before achieving any success in higher education.

- Program Description

The TRIO/Special Services Program has four components.

1) The Integrated Course of Study is a group of courses taught by General College faculty and counselors designed to be taken concurrently. These courses include a Survival Seminar course, which concentrates on study skills, career planning, and stress management; a writing lab; math courses; and courses in areas such as urban problems, arts and psychology. Educational counseling and tutoring are also included in the Integrated Course of Study.

2) Counseling Services are available for students to receive assistance in dealing with educational, vocational and personal concerns.

3) Tutorial Services are available, with individual tutors, to aid students with the development of their reading and writing skills.

4) The Summer Institute is available for entering low income freshmen during the summer prior to their first fall quarter. These students are not included in this evaluation.

- 1980-1981 Academic Year TRIO/Special Services Students

During the 1980-1981 academic year, TRIO services were utilized by 248 students. Based on a student survey collected in Fall '80 and again

in Spring '81, the majority of TRIO/Special Services students were female (57%), older than average college freshmen ($\bar{X}$ = 25.02), receiving financial aid (71%), work while attending college (63%), out of school longer than one year before attending General College (56% > 1 year, 24% ≥ 6 years), and low scorers on the General College Placement Test (at approximately the 35th percentile), which is a test of basic reading, writing and mathematics skills.

When compared to a low income GC student control group who did not receive special services, TRIO students were less likely to receive financial aid (71% vs 96%), work while attending college (62% vs 70%), and more likely to be a minority (38% vs 27%), report a physical, emotional or learning disability (11% vs 4%), be older (23.13 vs 22.86), and to score lower on the General College Placement Test.

On traditional student outcome measures, when TRIO/Special Services students were compared to a low income control group, they were found to have comparable grade point averages even though they started with more poorly developed basic skills. In addition, TRIO/Special Services students were more likely to stay in school (Fall '80 to Spring '81) than the control group (84% vs 68% respectively), and they completed a greater proportion of the credits they attempted than did the control group (.78 vs .71 respectively) during the 1980-81 school year.

On factors contributing the academic success, TRIO/Special Services ICS students began the year with lower self esteem than the control group, but by the end of the year they had larger gains in self esteem. TRIO/Special Services students also scored higher on academic motivations which facilitate academic success and lower on motivations which are debilitating in a learning environment.

When TRIO/ICS students were asked to complete a student satisfaction survey, they voiced overwhelming approval of the TRIO staff and program and felt they had been able to stay in school as a result of their participation.

- Summary

TRIO/Special Services students began college with several handicaps to academic success. They had poor basic skills, low income, and were from non-traditional backgrounds. However, a higher percentage of the TRIO

students stayed in school, completing a higher proportion of credits than a low income control group, and maintained a GPA comparable to the control group. The TRIO/Special Services students also ended the year with greater growth in self esteem and higher positive academic motivations. Finally, they endorsed the TRIO/Special Services Program and believed it to be beneficial to them.

Also presented in this evaluation are case studies of two TRIO students, exit reviews of ICS students, course and administrative evaluations, a special evaluation of the writing lab sequence, and a brief description of the Summer Institute, which is being evaluated during the 1981-82 academic year.

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1. Kendrick, S. A. and Thomas, Charles L., "Transition from school to college," Review of Educational Research, February, 1970, 40(1), 151-179.

2. Davis, J. A., Burkeimer, G. J. and Borders-Patterson, Anne, The Impact of Special Services Programs in Higher Education for Disadvantaged Students. Princeton, NJ: Educational Testing Services, 1975.

TRIO Programs:

A Review of National Evaluations

Sherry Read

University of Minnesota

General College

September, 1981

Abstract

National evaluation of TRIO programs (Upward Bound, Talent Search and Special Services) are summarized. Recent evaluations of Upward Bound are more favorable than earlier studies. Current information regarding the effectiveness of Special Services programs and Talent Search is not yet available.

The TRIO programs, Upward Bound (UB), Talent Search and Special Services, were funded through the Federal Higher Education Amendment of 1968. This legislation provided for support services for students from disadvantaged backgrounds, primarily low income and physically handicapped students. After eight years of program operation, the target population was described in a national study conducted by the Research Triangle Institute in Durham, North Carolina (Stuart, D. and Cruze, A., 1976). The population contained 2.1 million women and 1.8 million men. The ethno-racial composition was 54% white, 36% Black, 10% Hispanic, and 17% other groups.

Upward Bound

The Upward Bound program was designed as a vehicle to provide low income high school students with the skills and motivation required to pursue post-secondary education. The program methods include remedial instruction, tutoring, cultural awareness groups, and specially designed curricula.

An evaluation of UB conducted by the Federal General Office of Accounting in 1974 found that while UB might be motivating students to enroll in college, the goal of augmenting the skills and motivation necessary for success in college was not being met. However, a later national study (Burkheimer, 1976) found UB to be effective in providing and delivering the activities required in the federal program guidelines.

Even more recent studies (Burkheimer et al., 1977, 1979) indicate that the overall educational progress of former UB students is greater than students who did not participate in UB. In addition, within the UB group, student progress is greater with longer program participation. UB also was found to have a positive impact on educational aspirations, post-secondary educational progress and persistence.

Talent Search

The Talent Search Program's goal is to identify disadvantaged high school students who show academic potential and provide information and counseling geared to promote their pursuit of higher education. No

nationwide evaluation of this program's effectiveness has been conducted.

Special Services

The Special Services Program focuses on disadvantaged students actually enrolled in post secondary institutions. The primary goal of this program is retention (i.e., keeping students in school) and to facilitate academic success.

A national evaluation of the Special Services Program was conducted by Educational Service in 1975 (Davis, J., et al., 1975). The finding of this evaluation indicated that institutional differences accounted for more differences in student success than participation in a Special Services program. The institutional variables found to have significant impact on student performance included: value and support for the program by institutional administration and faculty, a respected and capable program director, and a relatively narrow gap between the skills and values of the Special Services students and other students in the institution.

Another national evaluation of the Special Services Program is currently under way and the results will be available early in 1982.

Conclusions

The TRIO programs have been evaluated in a relatively uneven fashion with most emphasis placed on the Upward Bound Program. Early evaluations were less favorable than more recent studies. For the Special Services and Talent Search programs, current information on program effectiveness is not available.

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TRIO/Special Services Program

An Evaluation Plan

Sherry Read
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General College

February, 1981

Abstract

This evaluation examines four major areas:

1) Program Description - outlines goals, organization and services;

2) Student Demographics - describes student population and compares that population to a low income control group;

3) Program Effectiveness - focuses on:

   a) Traditional student outcomes (GPA, credit completion, retention of students),

   b) Other student outcomes (basic skills development as measured by a standard placement test, growth of self esteem and academic motivation),

   c) Student satisfaction (asks students to evaluate the program),

   d) Case studies (interviews with two TRIO/ICS students),

   e) Exit reviews (examines students' reasons for leaving the program);

4) Program Development - focuses on the more specific service aspects of the program, such as:

   a) Course/instructor evaluations,

   b) Writing lab evaluation,

   c) Administrative evaluation.

Introduction

The program evaluation for the General College Special Services Program is designed to meet three major needs. First, the evaluation provides a description of program operations, services offered and the program participants. Secondly, program effectiveness is assessed in terms of student outcomes. Finally, individual program services are examined as an internal feedback measure, aiding in the initiation of program changes and improvements for subsequent quarters.

Program Description

The program description outlines the goals, organization and services offered by the Special Services Program at General College. This section is included in order to familiarize the reader with the program and set the stage for the evaluation.

Student Demographic Profile

The student demographic profile describes the population of the students in each program component in terms of race, sex, educational history, academic preparedness, and a number of other variables. The students are also compared to a control group selected from General College freshmen who meet low income criteria but did not receive the Special Services Program.

Determining Program Effectiveness

Several techniques have been employed in order to determine program effectiveness. First, traditional student outcomes are examined for students in each group. These traditional measures include: gradepoint averages, credit completion (using a ratio of classes taken as compared to those completed), and overall student retention rates (which reflect the proportion of students who remain in school).

Additional measures of student outcome are reported, focusing on the growth of self esteem, academic motivation, and academic growth as determined by a pre/post performance on a standard placement test. Again, program students are compared to the non-program control group.

The ICS students also participate in a Student Satisfaction Survey. In this way, the students are able to provide direct feedback to program staff with their feelings and ideas concerning the TRIO Program, its effectiveness, and how well it met individual needs.

In addition, two students are interviewed at the end of the academic year to find out specifically how the program was beneficial to them and their suggestions for improving the program. These two case studies will also serve to give the reader more insight into the kinds of students who are served by the TRIO Program and how the program affects them.

Based on exit interviews with TRIO counselors, the final variable examines why students in the ICS left school.

Program Development

The program development portion of the evaluation involves specific course evaluations, an evaluation of the writing laboratory, and an evaluation of the program director. These evaluations will aid staff in program development and planning.

The Special Services evaluation includes a wide variety of techniques and methods. Hopefully, the collection of diversified information, when drawn together, will provide a broad basis allowing for more consistent and valid conclusions.

TRIO/Special Services Program

A Program Description

Sherry Read
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February 1981

Abstract

This section describes the Special Services Program for disadvantaged students at the University of Minnesota, General College. An overview of the background, goals and organization of the program is given. Individual courses and services available are described.

I. Introduction

During the last decade, a great deal of federal support has been given to special programs designed to assist disadvantaged students in the pursuit of higher education. These programs have included Upward Bound, Talent Search, and Special Services grants which are often referred to as TRIO programs.

In September, 1980, a federal Special Services grant for disadvantaged students was secured by the University of Minnesota General College in conjunction with the Department of Education. General College is the open admission unit of the University and as such has many non-traditional students, higher numbers of older students, minorities, married students, part-time students, people studying occupational and vocational specialties, and mid-career individuals coming back to sharpen their vocational skills. Many of these students are eligible for the Special Services Program, which is provided exclusively for students who are either economically, educationally, culturally or physically disadvantaged.

II. Program Goals

For this select group of students, the goals of the Special Services Program are to:

--offer an opportunity for disadvantaged students to develop the skills necessary to survive in a university setting,
--promote educational success,
--provide a creditable academic program,
--provide a supportive atmosphere and reduce stress inherent in post secondary education
--aid students in making educational and career plans, goal setting, and
--help students to become aware of university and community resources and how to use them.

II. Organization

The Special Services Program has three major components designed to meet the goals outlined above. First is the integrated course of study (ICS), a full-time degree credit program integrating basic skills development, academic subject matter and seminars focused on career and academic and personal growth. Secondly, counseling is available on a walk-in or appointment basis. The third component of the program is academic tutoring which is also available on a walk-in basis for individuals or groups.

IV. Integrated Course of Study (ICS)

The integrated course of study includes several courses per quarter, taught for freshman ICS students only. Each quarter the Survival Seminar and two ICS courses are required. A student may also take a recommended option course or an elective course.

The following listing presents course descriptions (adapted from the General College Bulletin, course syllabi, and other General College brochures - see reference notes) for the courses offered each quarter.

Fall Quarter

1. Urban Problems (5 credits, course number 1212)
   Using problem-solving, interdisciplinary approach, students examine some major urban problems such as social class and poverty, social change, crime, and education. It is hoped that each student will obtain the information, insight and improved ability to reach intelligent, independent viable conclusions and act on them in public and private life.
2. Communication Skills: Fundamentals of Uage and Style (3 credits, course number 1405

   Students practice principles of grammar, usage, and style through exercises and writing sentences and paragraphs.
3. Writing Laboratory: Personal Writing (4 credits, course number 1421)
   Students read and write descriptive narratives, characterizations and autobiographical sketches. Personal help with individual writing problems is provided. The course emphasis is on clear and effective written expression.
4. Writing Laboratory: Communicating in Society (4 credits, course number 1422)
   Primarily through expository writing, but also through reading and discussion, students analyze how people communicate in society: how they perceive events, how they think about them, and how they write and talk about them.
5. Mathematics Skills Review (5 credits, course number 1434)
   This is a course designed for students who have limited math backgrounds and wish to enhance existing math skills and eliminate deficiencies. Topics include fractions, decimals, percents, signed numbers, metric system, scientific notation, ratio and proportion, formulae and simple graphs.

6. Survival Seminar (2 credits, course number 1702)
   Successful completion of academic work in a highly competitive University environment requires the acquisition of a specialized body of skills and information. This course is designed to develop the basic academic skills of entering freshmen and provide the information essential to their retention of information from lectures and texts, improve their performance on exams and written assignments, learn to cope with standard University procedures, and obtain information on the campus and community resources available to support their efforts.
7. Special Topics: Human Diversity and the World of Work (4 credits, course number 1708)
   This course highlights some of the history of work, examines working environments and the skills necessary for success. Individual reflection in preparation for career planning is encouraged.

Winter Quarter

1. Special Topics: Concepts of College Science (5 credits, course number 1138)
   This course lays the groundwork for future classes in science. It has been developed for students with limited science or math backgrounds. One college course in basic math is a prerequisite.
2. Behavior Problems of Children (4 credits, course number 1281)
   This course focuses on identification of maladaptive behavior, its causes, and what can be done to cope with children demonstrating such behavior. The dynamics of behavior pathology; types of behavior problems usually seen at home, in schools, and in social relationships; and effects of heredity, family experience, peer group pressure, and socioeconomic class on development of behavior problems in children are discussed.
3. Literature: Reading Short Stories (3 credits, course number 1371)
   Representative short stories by American, British and continental writers are discussed, and how individual writers have used the form of the short story to express their ideas about human experience.
4. Communication Skills: Fundamental Usage, Style (3 credits, course number 1405)
   See Fall Quarter.

5. Writing Laboratory: Personal Writing (4 credits, course number 1421)
   See Fall Quarter.
6. Writing Laboratory: Communicating in Society (4 credits, course number 1422)
   See Fall Quarter.
7. Career Planning (2 credits, course number 1502)
   The career workshop is designed to assess a student's interests, abilities, needs, values, and personality through testing and subjective self-exploration. Occupational information is provided through computerized system and other printed materials. This course is for students who are undecided about their future career choice and those who need to confirm a tentative career choice.
8. Survival Seminar (2 credits, course number 1703)
   Continuation of 1702, see Fall Quarter.

Spring Quarter

1. Writing Laboratory: Personal Writing (4 credits, course number 1421)
   See Fall Quarter.
2. Writing Laboratory: Communicating in Society (4 credits, course number 1422)
   See Fall Quarter.
3. Mathematics Skills Review (5 credits, course number 1434)
   See Fall Quarter.
4. Elementary Algebra (5 credits, course number 1435)
   Basic concepts and manipulative skills of algebra are introduced in preparation for college algebra courses. A strong math background is required. Topics include sets, properties, signed numbers, equations, word problems, inequalities, graphing, polynomials, factoring, fractions, and radicals.
5. Career Planning (2 credits, course number 1502)
   See Winter Quarter.
6. Internship in Cooperative Education (6 credits, course number 1517)
   Work experience program in which students work 20 hours a week for 10 weeks in paid positions. Students pursue personal and career-related goals, and gain new knowledge and skills to help them cope with challenges of work and personal living. Includes 2-hour on-campus seminar 1 day a week.

7. Psychology of Personal Effectiveness (3 credits, course number 1701)
   To help students gain better understanding and acceptance of themselves and of others, course emphasizes psychological concepts of personal and social adjustment. Students examine their own personality development and adjustment. Class discussion and individual projects based to large extent on students' experiences, needs and interests.
8. Survival Seminar (2 credits, course number 1704)
   Continuation of 1702 and 1703. See Fall Quarter.
9. Writing for Business and the Professions (4 credits, course number 3531)
   Students write letters, informal and formal reports, recommendations, proposals, summaries, memos; i.e., forms of writing used in business; in health, education, and welfare; and in legal professions. Content adapted to vocational needs of students enrolled. Form, clarity, economy of expression, and suitable tone stressed. Typed final drafts required.

Recommended Optional Courses (Non-Program Courses)

1. Science in Context: Human Uses of the Environment (5 credits, course number 1112)
   This course focuses on the study of ecology as applied to aspects of our past, present, and future existence; application of biological principles and interrelationships between the individual and the environment. Principles of ecology are explored, including the structure and function of ecosystem; pollution of soil, water, and air resources; population explosion, and relationship of people, disease, food production, environmental controls to survival.
2. Psychology in Modern Society (5 credits, course number 1281)
   Introduction to science of human behavior. Topics include analysis of research methods used in observing and drawing conclusions about behavior, development of behavior, human biological and social motives, place of emotion and conflict in human adjustment, how the individual perceives the environment and learns from it, and psychology of behavior in groups.

V. Counseling

Counseling for Special Services students is made available off campus through the Center for Higher Education for Low-Income Persons (HELP Center). The HELP Center provides the following services for this special population of students:

--academic counseling

--counseling

- •financial
- •personal
- •family
- •chemical dependency

--tutorial referral and assistance

--advocacy

--legal assistance

--program planning

--contact for community, private and public agencies

--resources for discovering additional funds

--space for students to meet, study, plan and develop peer groups

--groups for career orientation, parentage and survival in university

Professional individual or group counseling and psychological counseling are also available for more conventional academic needs through the Counseling and Student Development Division of General College.

VI. Tutoring

Tutoring is provided at the Reading and Writing Skills Center where tutors assist students with writing papers, reading, filling out forms, improving vocabulary or spelling, learning note taking skills and library research techniques. Students may also complete academic courses in a self paced, individualized mode at the center.

The center is open during school hours and no appointments are necessary.

Reference Notes

1. University of Minnesota Bulletin, General College, 1978-81, Minneapolis, MN

2. General College Skill Centers. Brochure. University of Minnesota, Minneapolis

3. General College 1980/81. Brochure. University of Minnesota, Minneapolis

4. General College Student Support Services, 1980. University of Minneapolis

5. Individual Course syllabi supplied by ICS Instructors, 1980-81

TRIO/Special Services Program

Student Demographic Profiles

Sherry Read
University of Minnesota
General College

August, 1981

Abstract

At the beginning of Fall quarter 1980, 307 (TRIO and control group) students were asked to complete a student demographic survey as a part of their General College orientation. Two hundred students, or 65%, responded. Based on these data, a student demographic profile was constructed. The findings show that 1980-81 TRIO students are more likely to be:

- female (57%)
- older than average (TRIO $\bar{x}$ = 23.13, ICS $\bar{x}$ = 25.02)
- white (59%)
- receiving financial aid (71%)
- working while attending college (63%)
- out of school longer than 1 year before attending GC (56% > 1 year, 24% ≥ 6 years)
- low scores on the General College Placement Test (at approximately the 35th percentile)

When compared to a low-income control group who did not receive special services, TRIO students are <u>less</u> likely to:

- receive financial aid (71% vs. 96%)
- work while attending college (62% vs. 70%)

and <u>more</u> likely to:

- be a minority (38% vs. 27%)
- report a physical, emotional or learning disability (11% vs. 4%)
- be older (23.13 vs. 22.86)
- score lower on General College Placement Test

The implication of these differences on academic performance is discussed.

Introduction

The following section provides a summary of demographic information for the students in each of the three TRIO Program components: Integrated Course of Study (ICS), Counseling and Tutoring groups. In order to provide comparative data, a control group was selected from low income General College students, and these students are also described in this section.

Method

As a part of the routine General College orientation process, the following information was collected for each student:

1) General College Placement Program (mandatory) is a battery of tests primarily used for placement and planning purposes. It includes five sections, two dealing with language and three with mathematics, as follows.

   a. Reading Placement Test

      This test is distributed by the Comparative Guidance and Placement Program of the College Board (Educational Testing Service, 1977) and consists of eight passages with associated questions regarding the content. The test focuses on reading comprehension, inference-making ability, and vocabulary in context. It is normed on more than 30,000 students from primarily two year institutions of higher education and vocational education across the country (ETS, 1977).

   b. Written English Expression Placement Test

      This test concerns sentence structure and the clear, logical expression of ideas (ETS, 1977). It is also distributed by ETS, and normed on the same group of students described above.

   c. Mathematics Test: Whole Numbers Subtest

      This test consists of seven items which require the performance of addition, subtraction, multiplication, and division using whole numbers only. The mathematics test was developed at General College and is normed on General College students (Brothen et al., 1981).

d. Arithmetic Subtest

This test includes twenty-five items and requires the same operations (addition, subtraction, multiplication and division) using whole numbers, fractions, decimals and percents. This test was developed at General College and normed on GC students (Brothen et al., 1981).

e. Algebra Subtest

This test consists of twenty questions which require the student to solve elementary algebraic equations and inequalities, use negative integers, and find the slope of a line. This test was also developed at General College and normed on GC students (Brothen et al., 1981).

2) General College Student Survey (GCSS) (voluntary)

The General College Student Survey is a basic intake form which asks students for demographic information such as age, sex, ethnic background. Several additional questions ask students about educational, personal, and career planning services they may need.

Since the GCSS is an optional form, many students did not complete it during registration. For that reason, another attempt was made at the end of the academic school year to have students complete this form. The end-of-the-year data were combined with the earlier data to arrive at the information reported here. Even with this follow-up measure, the percent completion rate for each group ranged from 55 to 89 percent. (For more complete information, the number and percent responding by group is displayed in Table I.) While there is no reason to believe that respondents differ from nonrespondents, the summary comments (based on a comparison of these groups on the GCPP) made for these groups should probably be limited to those who actually responded to the questionnaire.

Subjects

The subjects described in this study represent four groups:

a) ICS Students - all students enrolled in the Integrated Course of Study (ICS) were asked to participate in the study.

b) Counseling Students - all General College freshmen who were eligible for the Special Services Program (by low-income,

academic need, handicapped or minority status) and utilized the counseling facilities three or more times during the academic year, were included in the study.

c. Tutorial Group - all General College freshmen who were eligible for Special Services, and made use of direct personal tutoring three or more times, or took at least one basic skills class, were included in the study.

d. Control Group - a control group of 60 students was randomly selected from General College freshmen eligible for Special Services using the low income criteria, and who had not participated in the TRIO Program or other retention programs also operating at General College.

A TRIO total is reported on each variable collected which combines the ICS, Tutoring, and Counseling groups so that TRIO students can more readily be compared to the control group.

Results

- The TRIO Program consists of more women than the control group (57% as opposed to 47% respectively). These data are displayed in Table II and Figure II.
- The TRIO students are also older than the control group (especially ICS, with a mean age of 25.02 compared to 22.86 in the control group). These data are presented in Table III and Figure III.
- The ethnic composition of the TRIO Program is more diverse, with fewer whites, and more minorities (59% white TRIO vs. 75% white control; Table IV and Figure IV).
- Fewer TRIO students receive financial aid than do control students (71% vs. 96% respectively, Table V and Figure V).
- Fewer TRIO students plan to work while attending college (68% vs 80% for control, Table VI and Figure VI).
- The transfer plans for all groups seem comparable, with 10-11% planning to stay at General College, 72-79% planning to transfer to another college at the University of Minnesota or elsewhere, and 17-19% unsure (Table VII, Figure VII).

- The highest grade level completed prior to enrolling in the General College was comparable for all groups, with a slightly higher proportion of ICS students receiving GED's (17% opposed to 12% control) rather than graduating from high school (Table VIII, Figure VIII).

- The majority of TRIO students have been out of school longer than one year prior to enrolling at General College. This is a higher proportion than control group students (47%). (Table IX and Figure IX)

- The highest academic aspirations (for degrees) appear to be similar for all groups. Fewer TRIO students had plans for obtaining no degree (3% vs. 6% control), but fewer ICS students aspired toward doctorates than other groups (7% vs. 12% control, Table X and Figure X).

- Parental education patterns were similar for all groups. The exceptions were ICS which had lower levels for both mothers and fathers; Counseling students had lower father education and Tutoring students had higher father education levels. The differences between the TRIO components balanced each other so that the TRIO total was similar to the control group (Tables XI, XIII and Figures XI, XII).

- More TRIO students were undecided in terms of college majors than the control group (27% vs. 20% respectively). TRIO students were more likely to select majors in business and mathematics and less likely to pick majors in social science, education or medical science than the control group (Table XIII and Figure XIII).

- TRIO students were more likely to report physical, emotional or learning disabilities (11% vs. 4% control) and also more likely to require additional services for these disabilities (6% vs. 0% control, Table XIV and Figure XIV).

- On the standard battery of placement tests (General College Placement Program) given by General College and described earlier, TRIO students scored lower on all parts of the test; reading, written English expression, whole numbers, arithmetic and algebra. The only exception to this was Tutoring students, who scored higher than any group on the algebra subtest (9.15 vs. 8.62 control, out of 20 maximum points, Table XV and Figure XV).

Discussion

The TRIO/ICS Program at General College serves a large number of single parents, most of whom are women receiving Aid to Families with Dependent Children (AFDC). This may account, in part, for the higher proportion of women in the program, the higher average age, the longer period of time since the students have been in school, and also the smaller percent of working students.

Minorities and handicapped students are encouraged to participate in the program and this is also reflected in the statistics.

A higher percent of control group students received financial aid than TRIO students. This finding may be due to the fact that the major criterion for control group selection was income level, and TRIO Program participants are also selected due to educational disadvantage, physical or emotional handicaps or minority status.

The highest grade achieved prior to enrolling in General College was comparable for all groups with ICS having a slightly higher proportion of GED's, indicating a less traditional background. Nevertheless, the academic aspirations for all groups appear to be similar, as well as the educational levels of both parents. There are slight differences in parental education, with ICS having a lower level of education for mothers. ICS and Counseling groups also had lower educational levels for fathers, also indicating a less traditional background for college students.

As far as academic majors are concerned, slightly more TRIO students were undecided (27% vs. 20% control group). TRIO students were more likely to specify majors in business and math, with lower proportions in sociology, education and medical sciences than the control groups. This may be explained by the fact that ICS students are encouraged to participate in business internships and to go into more technical fields.

Finally, the descriptive information which may have the greatest import in this evaluation is the pre-test data on the General College placement test. These data show that the TRIO students are at a lower level across the board on reading, written English expression, whole numbers, arithmetic and algebra. The three TRIO components vary most noticeably on the math tests, with ICS scoring lowest and Tutoring scoring higher, especially in algebra.

Conclusions

TRIO students are dissimilar in many ways from what is considered a typical college freshman. They are low income students who are older, more likely to be female, have been out of school longer, are more likely to be minority or handicapped than the average, and they enter college with markedly fewer basic skills at their command. In a very real sense, these differences stack the deck against the TRIO students in their bid for higher education. Will they, or can they, survive?

References

Educational Testing Services, Using and Interpreting Scores on the CGP Self-Scoring Placement Tests in English and Mathematics. Princeton, NJ, 1977.

Brothen, T., Romano, J., Robertson, D. and Garfield, Joan, Norms for the General College Placement Program. General College Research Reports, University of Minnesota, 1981.

FIGURE I

NUMBER OF STUDENTS COMPLETING
GENERAL COLLEGE STUDENT SURVEY

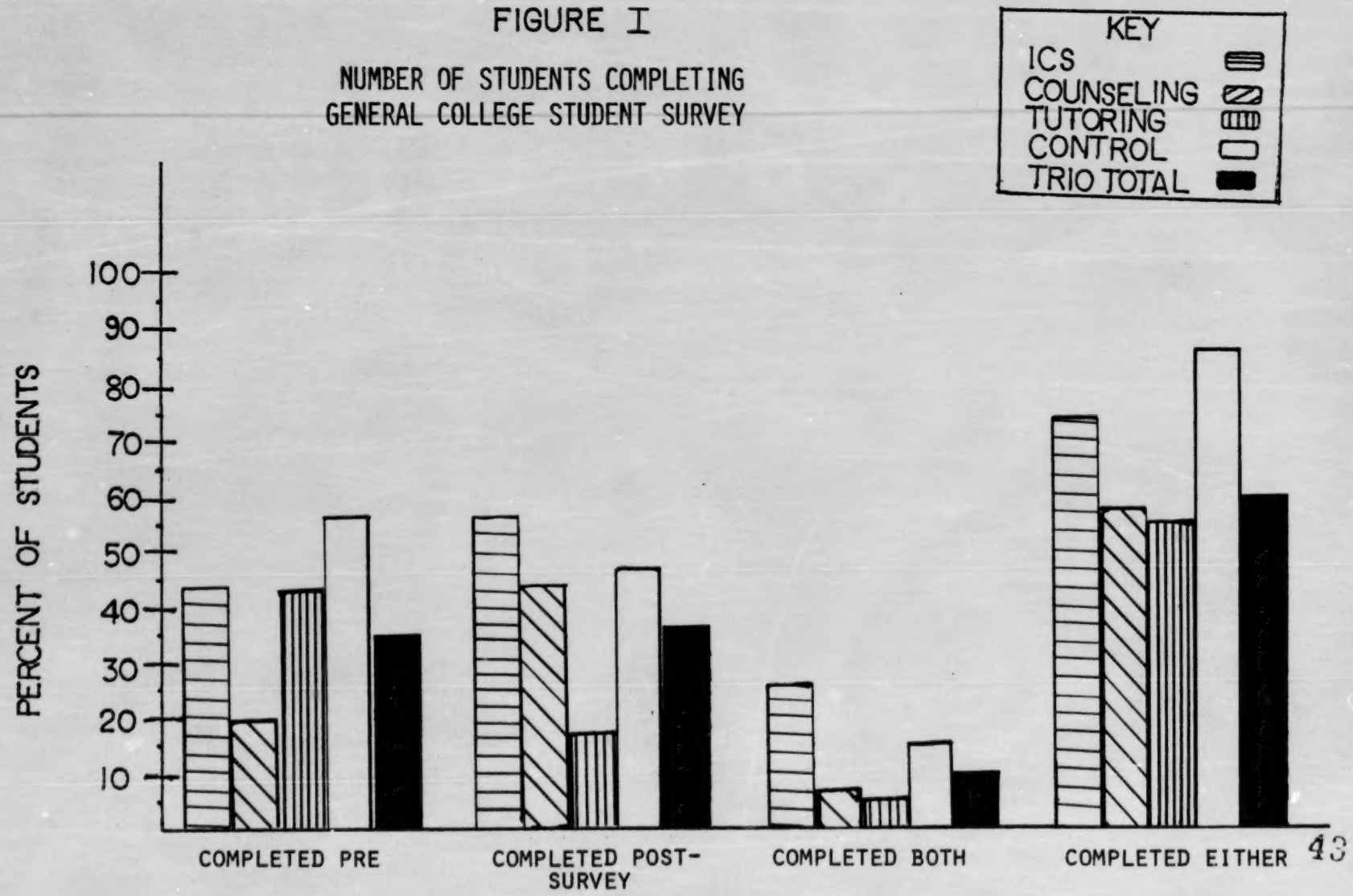

TABLE I

Number of Students
Completing General College
Student Survey

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Students Who Completed Survey in Fall	27	43	17	19	42	43	33	56	86	35
Students Who Completed Post-Survey	35	56	38	43	16	16	27	46	89	36
Students Who Completed Both Pre and Post	16	25	5	6	5	5	9	15	26	10
Students Who Completed Either Pre or Post	46	73	50	57	53	55	51	86	149	60
Total Students In Group	63	100	88	100	97	100	59	100	248	100

FIGURE II
SEX OF STUDENTS

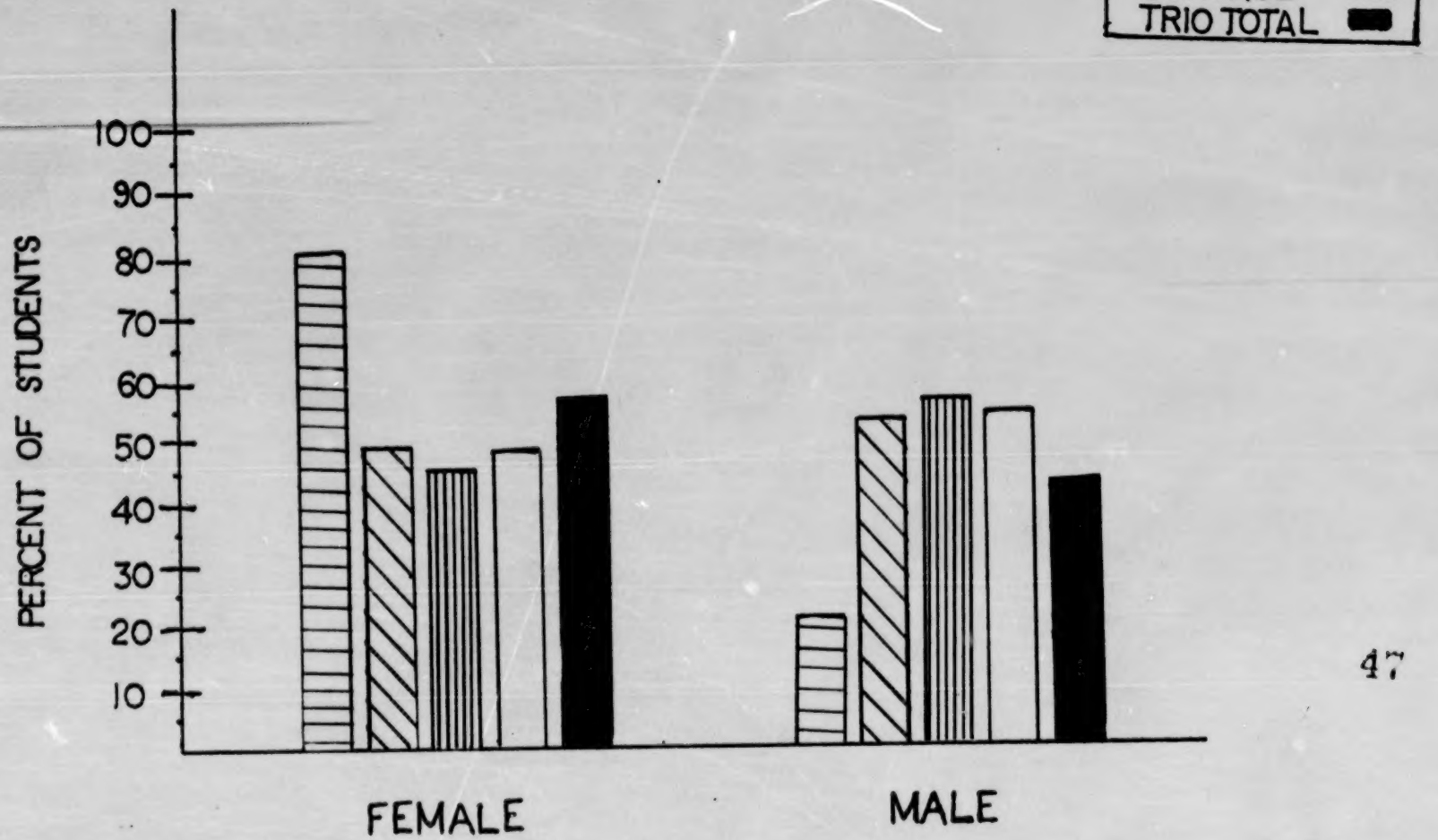

TABLE II

Sex of Student

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Female	37	80	24	48	24	45	24	47	85	57
Male	9	20	26	52	29	55	27	53	64	43
Missing Data	0	0	0	0	0	0	0	0	0	0
Total Number Completing GC Survey	46		50		53		51		149	

FIGURE III

AGE OF STUDENTS

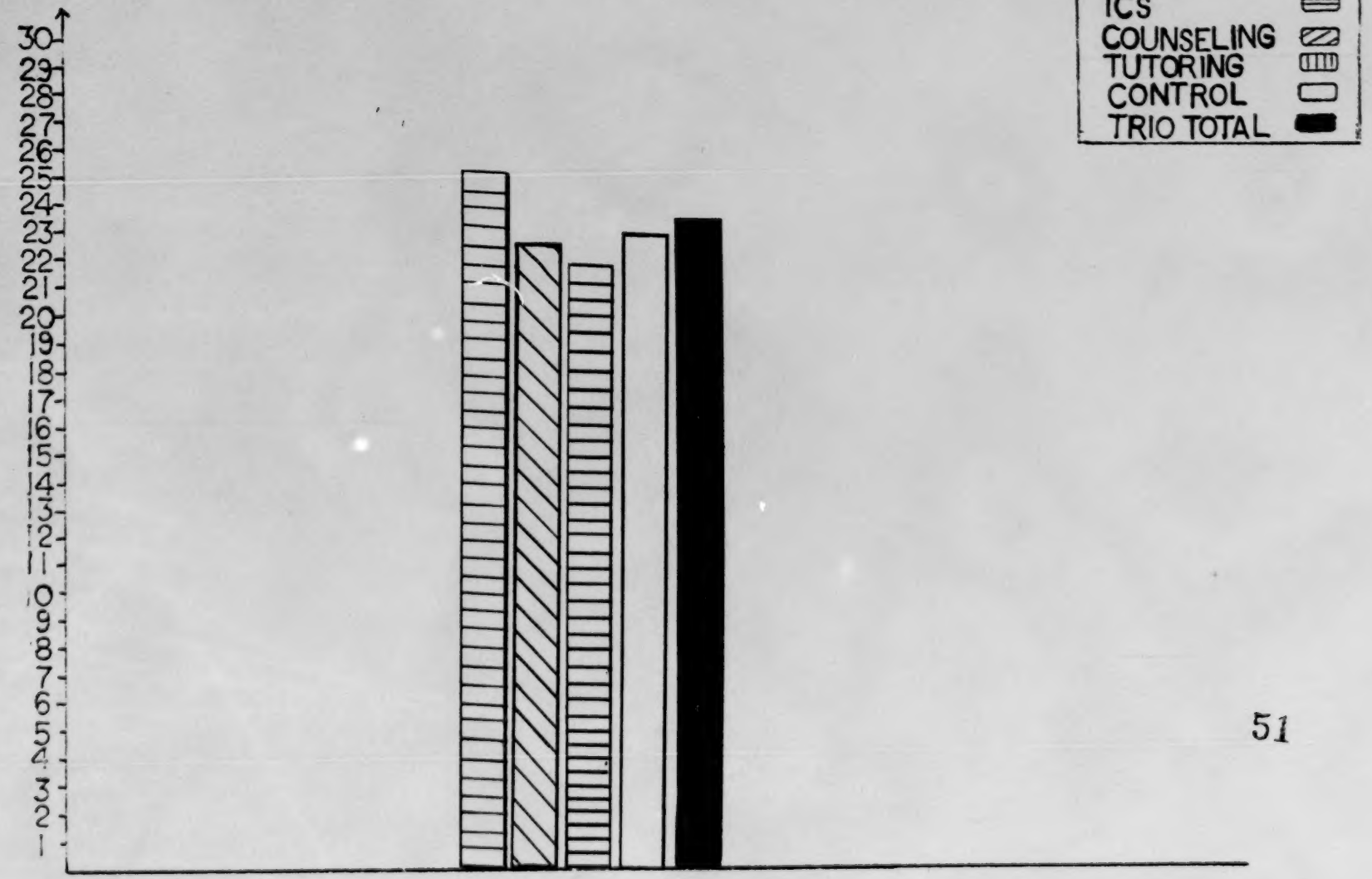

TABLE III

Age of Student

		ICS	Counseling	Tutoring	Control	TRIO Total
Total Number Completing GC Survey	N	46	50	53	50	149
	$\bar{X}$	25.02	22.68	21.92	22.86	23.13
Missing Data	N	0	0	0	1	0

FIGURE IV

ETHNIC BACKGROUND OF STUDENT

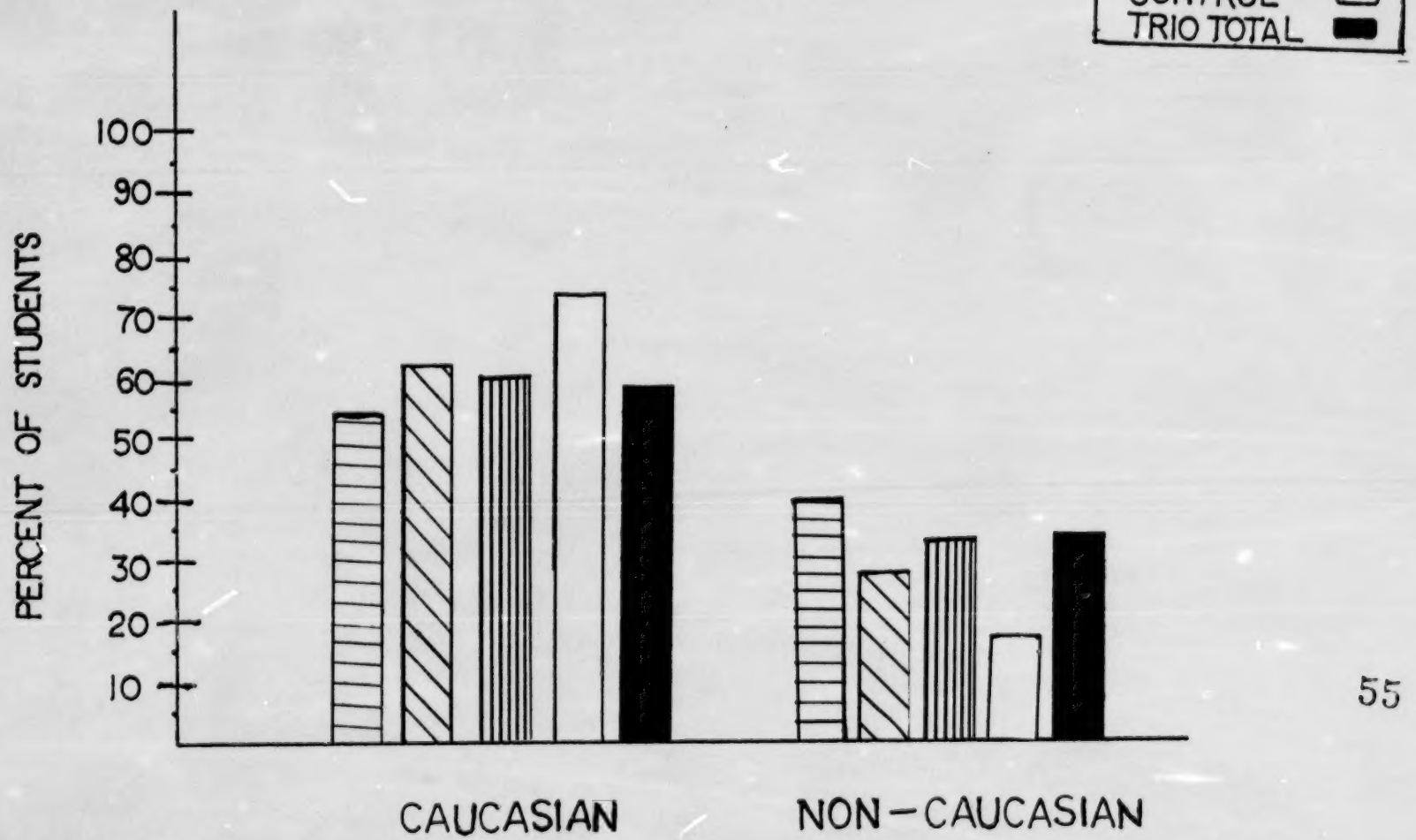

TABLE IV

Ethnic Background of Student

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
American Indian	1	2	1	2	2	4	0	0	4	3
Asian American	0	0	0	0	0	0	1	2	0	0
Black Non-Hispanic Origin	17	37	9	18	2	4	4	8	28	19
Hispanic	0	0	3	6	2	4	1	2	5	3
Vietnamese	1	2	0	0	11	20	2	4	12	8
Caucasian Non-Hispanic	25	54	31	62	32	60	36	73	88	59
Other	2	4	4	8	1	2	5	10	7	5
Missing Data	0	0	2	4	3	6	0	0	5	3
Total Completing GC Survey	46		50		53		49		149	

FIGURE V

STUDENTS RECEIVING FINANCIAL AID

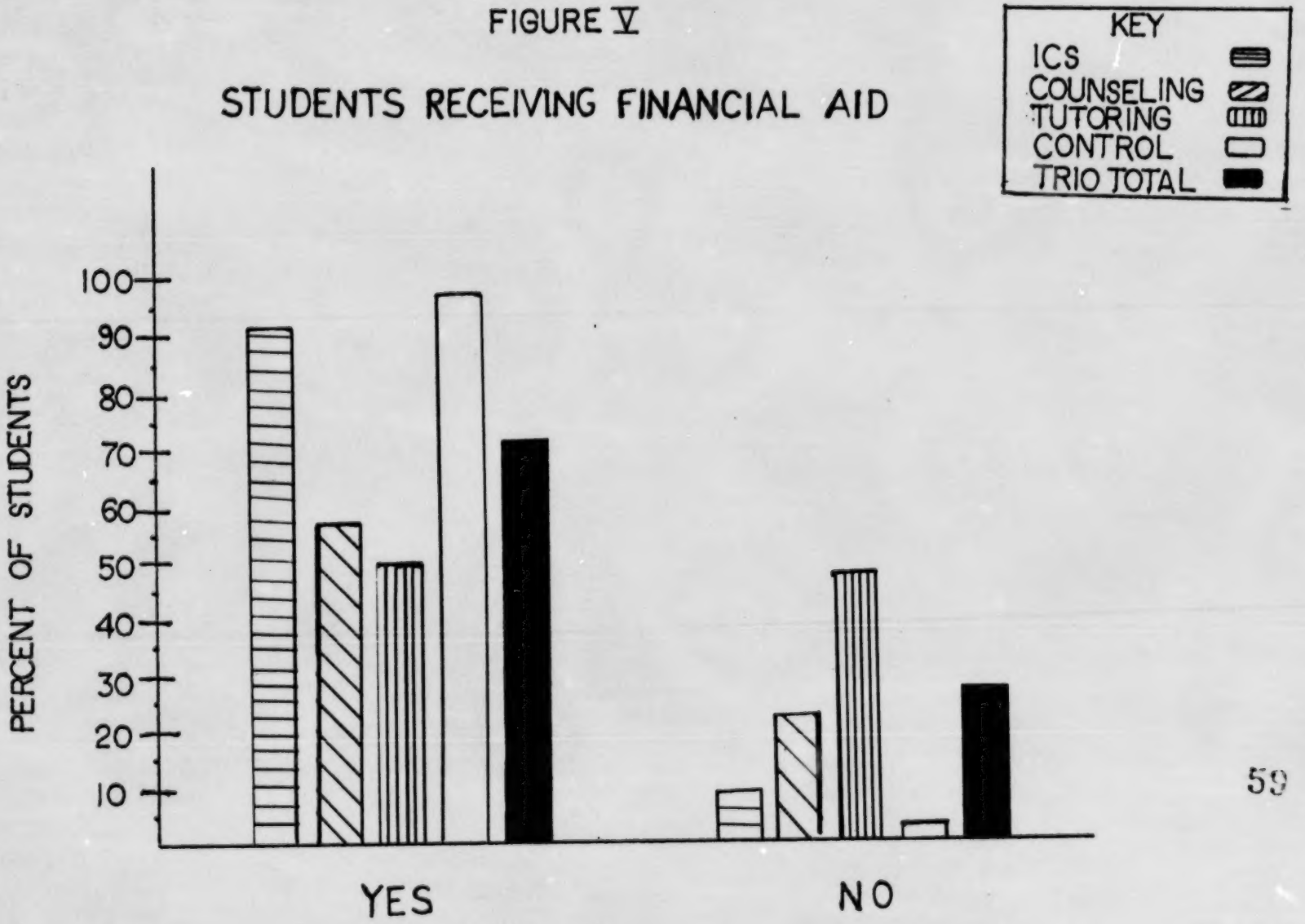

TABLE V

Students Receiving Financial Aid

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Yes	42	91	38	56	26	49	49	96	106	71
No	4	9	11	22	25	47	1	2	40	27
Missing Data	0	0	1	2	2	4	1	2	3	2
Total Completing GC Survey	46		50		53		51		149	

FIGURE VI

STUDENTS WORKING WHILE ATTENDING COLLEGE

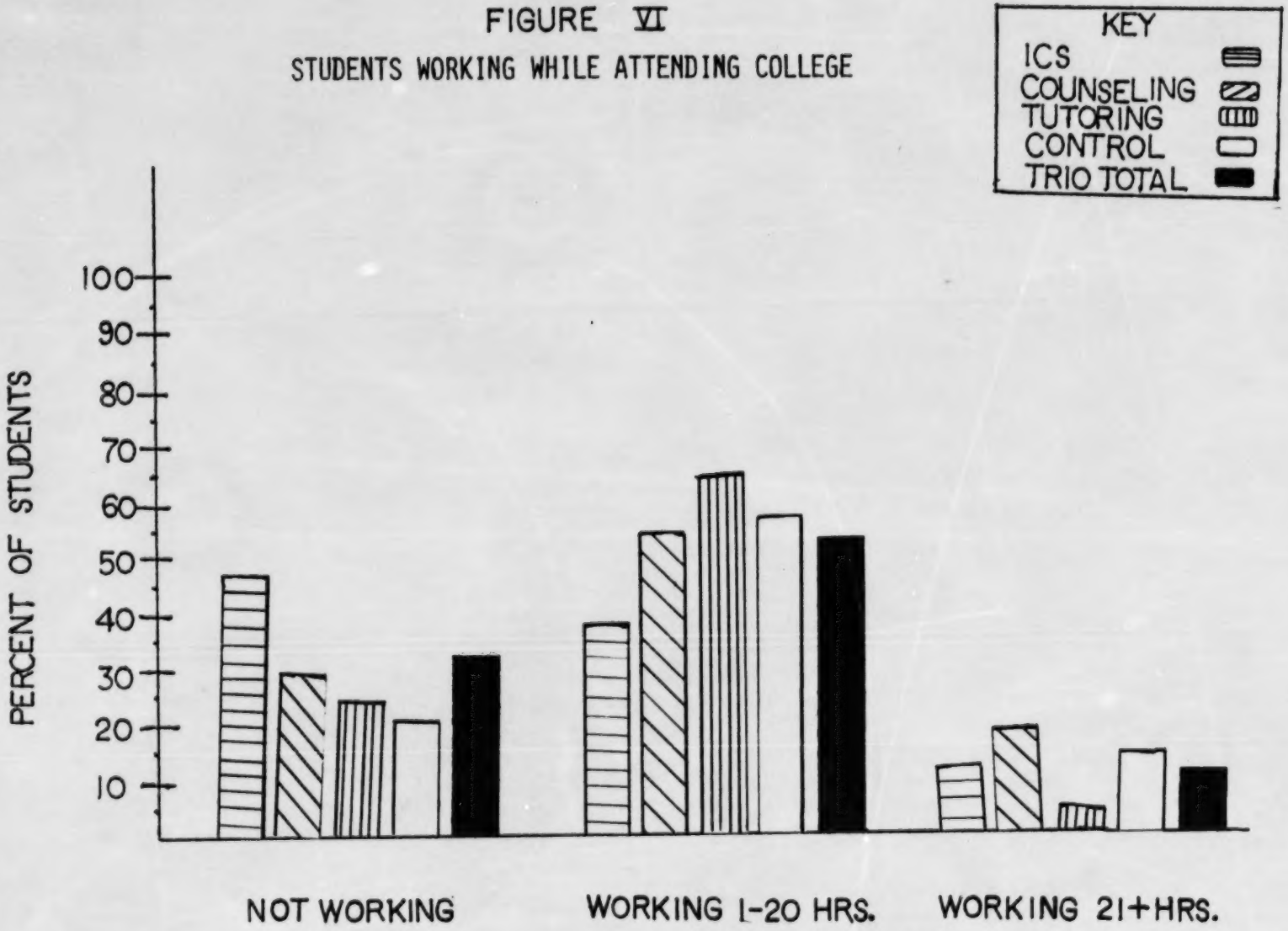

TABLE VI

Students Working While Attending College

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
No	21	46	14	28	12	23	10	20	47	32
Yes, 1-10 hrs./week	6	13	9	18	11	21	8	16	26	17
Yes, 11-20 hrs./week	11	24	18	36	23	43	21	41	52	35
Yes, 21-35 hrs./week	4	9	6	12	2	4	5	10	12	8
Yes, 36 or more hrs./ week	1	2	3	6	0	0	2	4	4	3
Missing Data	3	7	0	0	5	9	5	10	8	5
Total Completing GC Survey	46		50		53		51		149	

FIGURE VII
STUDENT TRANSFER PLANS

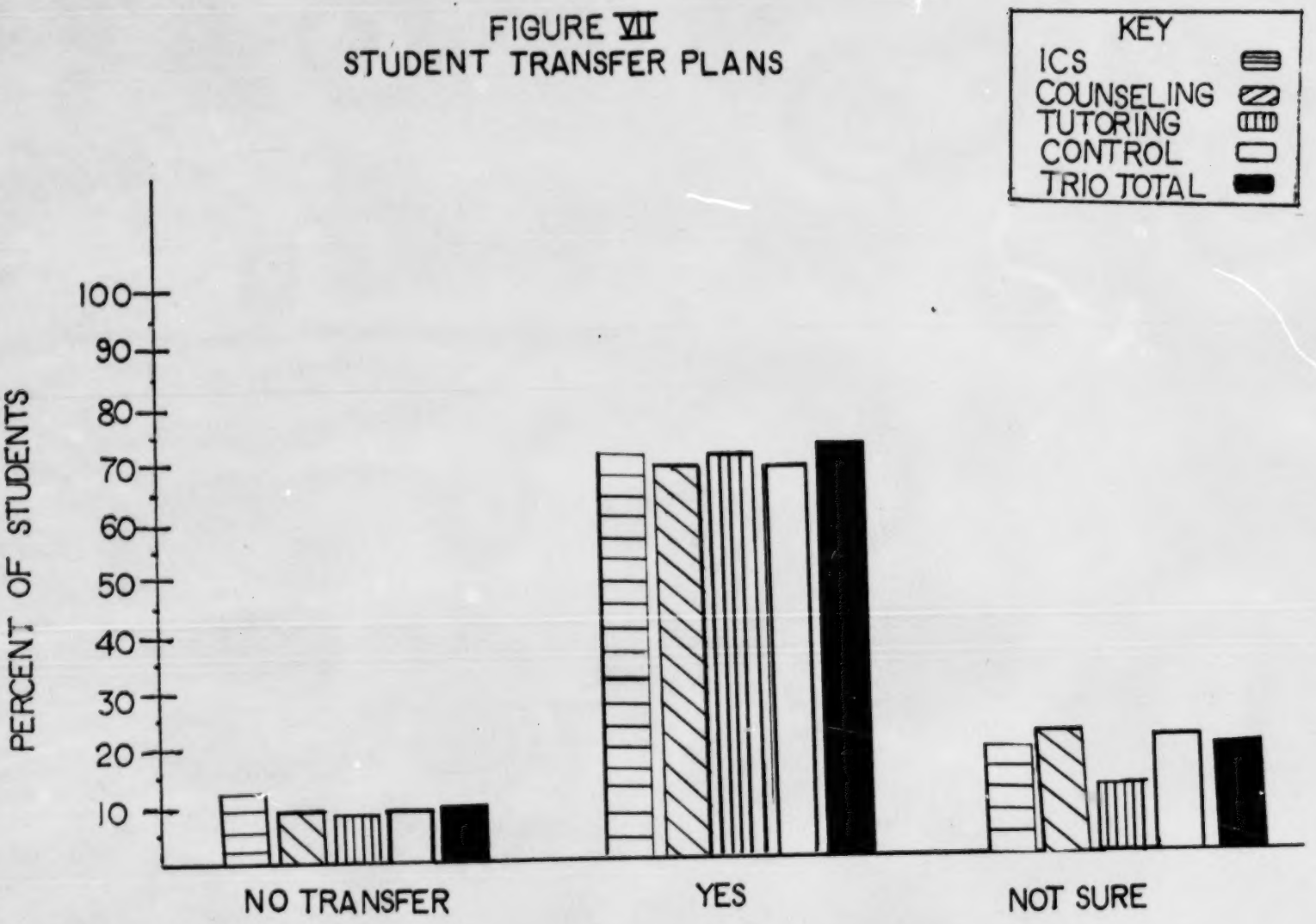

TABLE VII

Students' Transfer Plans from General College

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
No, do not plan to transfer	6	13	5	10	5	9	5	10	16	11
Yes, to a college within the University	26	57	31	62	40	75	30	59	97	65
Yes, to another college outside the University	6	13	3	6	1	2	5	10	10	7
Not sure	8	17	11	22	7	13	10	19	26	17
Missing data	0	0	0	0	0	0	1	2	0	0
Total Completing GC Survey	46		50		53		51		149	

FIGURE VIII

HIGHEST GRADE LEVEL COMPLETED
BEFORE ENROLLING IN GENERAL COLLEGE

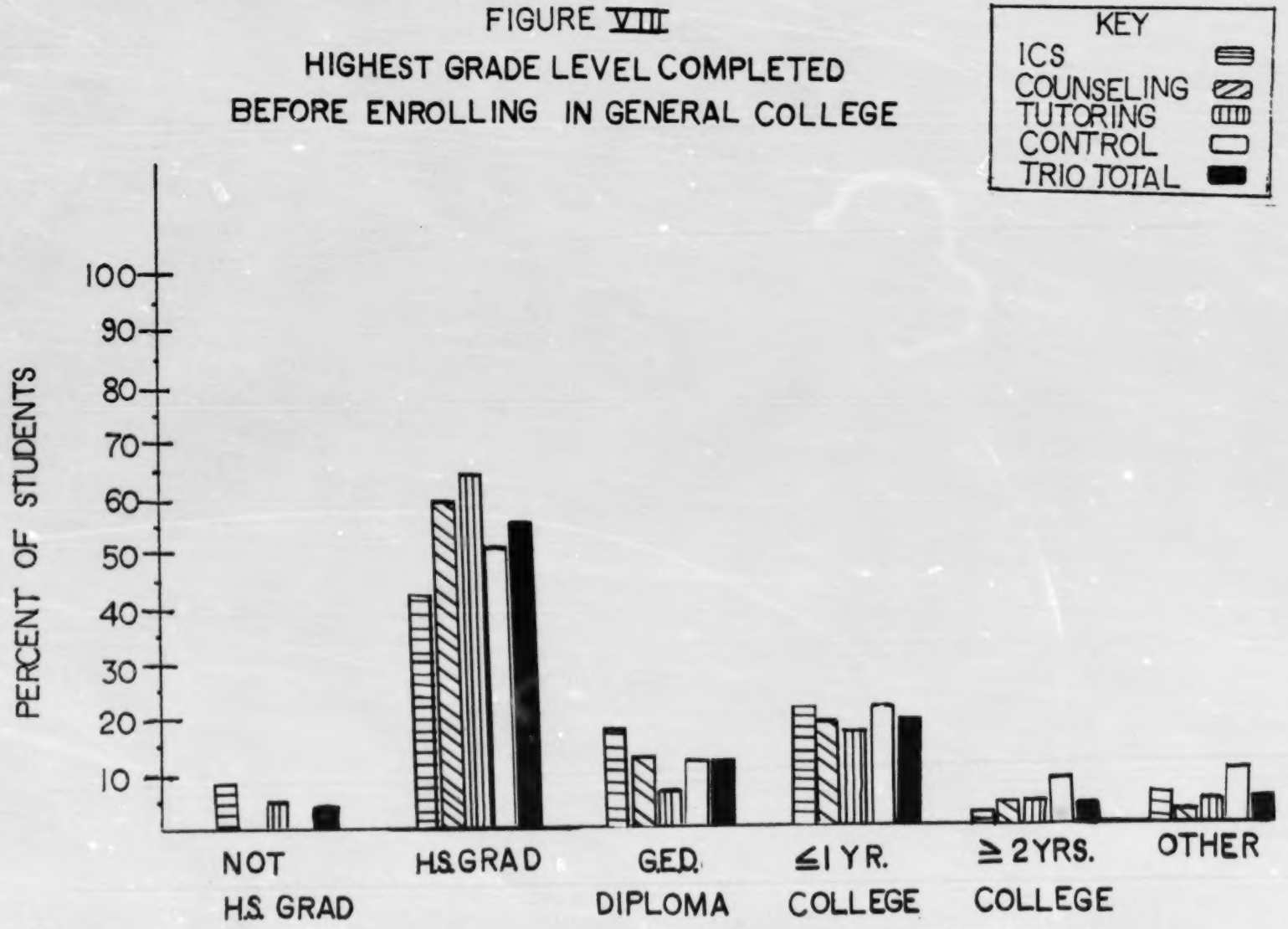

TABLE VIII

Students' Highest Grade Level Completed Before Enrolling in General College

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Eighth grade or less	0	0	0	0	1	2	0	0	1	1
Some high school	4	9	0	0	1	2	0	0	5	3
High school graduation	20	43	30	60	34	64	26	51	84	56
G.E.D. diploma	8	17	7	14	3	6	6	12	18	12
One year or less of college	10	22	10	20	10	19	11	22	30	20
Two years or more of college	1	2	2	4	2	4	4	8	5	3
Other	3	7	1	2	2	4	4	8	6	4
Missing data	0	0	0	0	0	0	0	0	0	0
Total Completing GC Survey	46		50		53		51		149	

FIGURE IX

YEARS SINCE STUDENT LAST ATTENDED SCHOOL

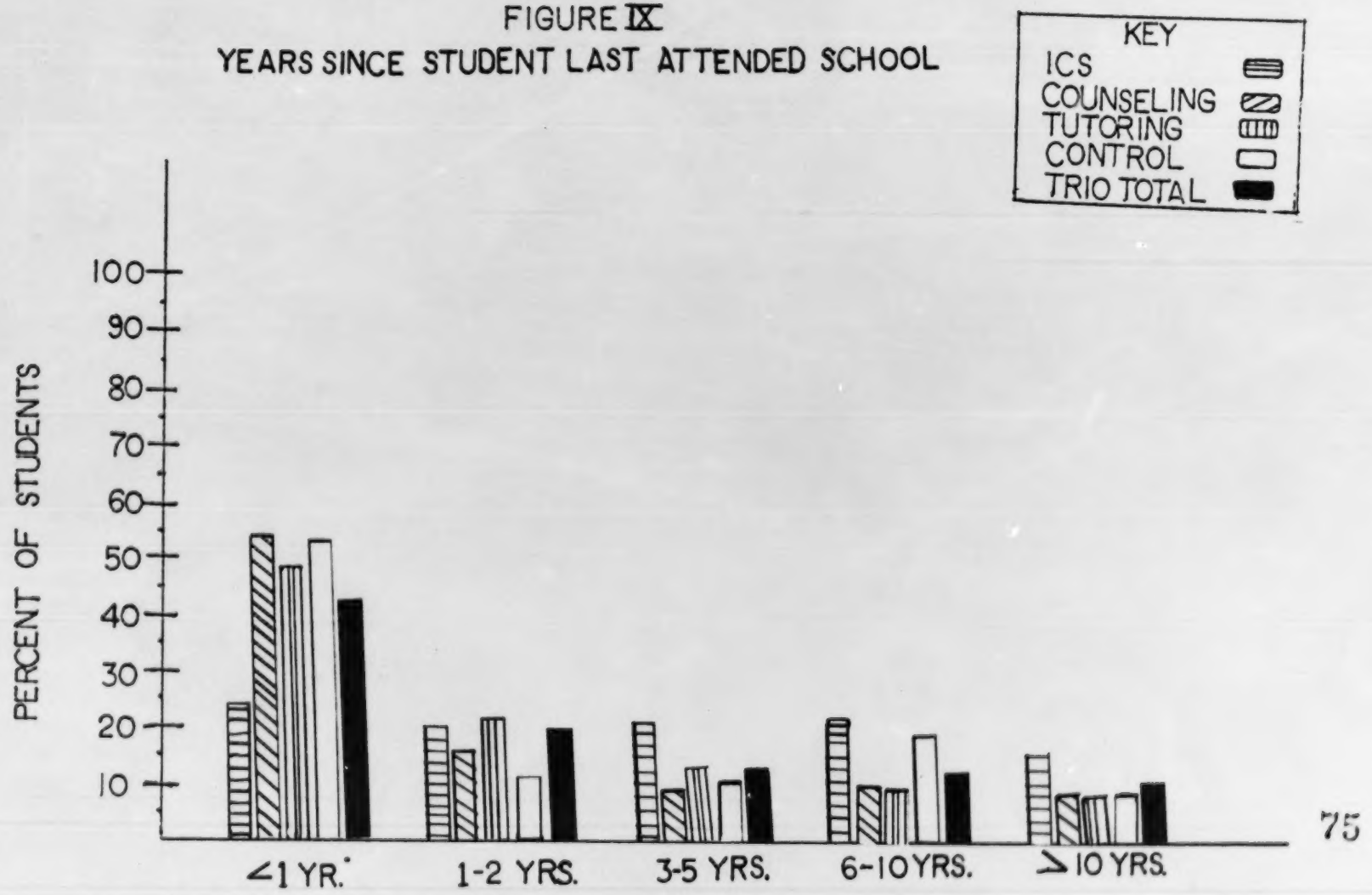

TABLE IX

Years Since Students Last Attended Any School

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Less than 1 year	11	24	27	54	26	49	27	53	64	43
1-2 years	9	20	8	16	11	21	6	12	28	19
3-5 years	9	20	4	8	7	13	5	10	20	13
6-10 years	10	22	5	10	5	9	9	18	20	13
More than 10 years	7	15	5	10	4	8	4	8	16	11
Missing data	0	0	1	2	0	0	0	0	1	1
Total Completing GC Survey	46		50		53		51		149	

FIGURE X
HIGHEST DEGREE ASPIRATIONS

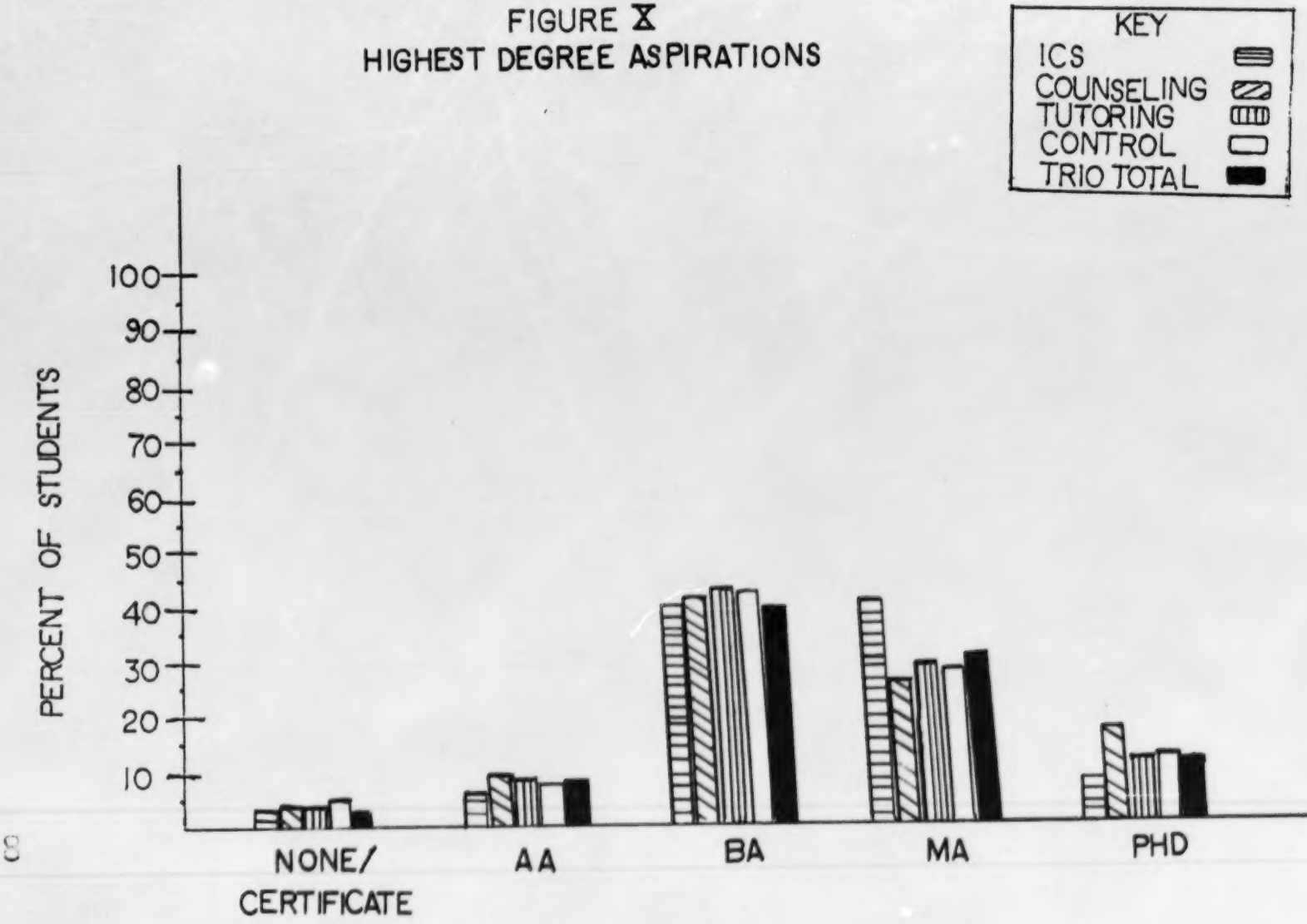

TABLE X

Highest Academic Degree to Which Students Aspire

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
None	1	2	2	4	2	4	3	6	5	3
Certificate (less than Associate)	1	2	1	2	1	2	1	2	4	3
Associate degree	3	7	5	10	5	9	4	8	13	9
Bachelors degree	18	39	20	40	22	42	21	41	60	40
Masters degree	19	41	13	26	16	31	15	30	48	32
Doctorate	3	7	8	16	6	11	6	12	17	11
Missing data	1	2	1	2	1	2	1	2	3	2
Total Completing GC Survey	46		50		53		51		149	

FIGURE XI

MOTHER'S EDUCATIONAL LEVEL

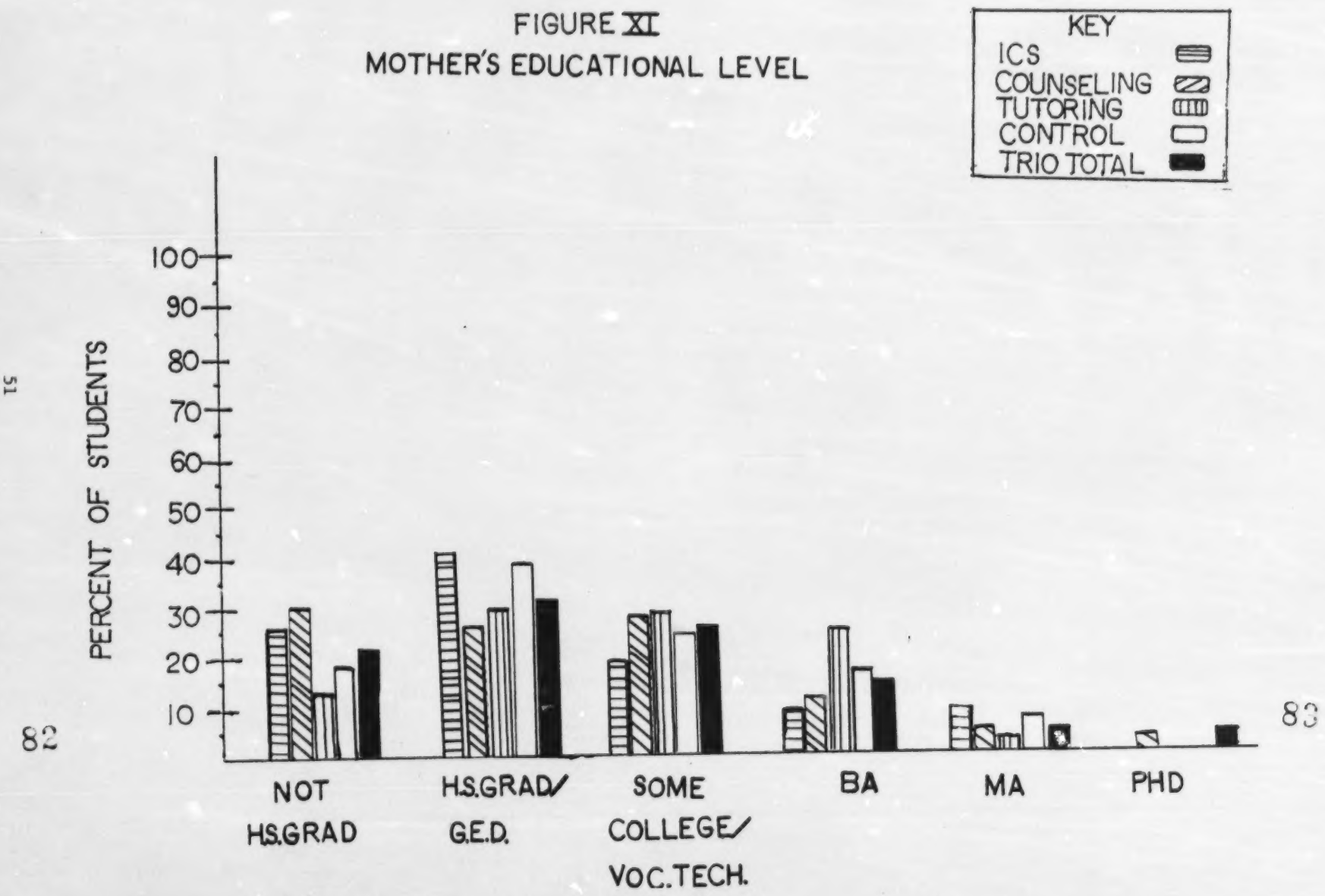

TABLE XI

Mother's Educational Level

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
8th grade or less	6	13	8	16	2	4	5	10	16	11
Some high school	6	13	7	14	4	8	3	6	17	11
GED or high school grad.	19	41	12	24	17	32	19	37	48	32
Some college	5	11	9	18	11	21	10	20	25	17
Post high school vocational training	3	7	5	10	4	8	2	4	12	8
Bachelors degree	3	7	6	12	12	23	8	16	21	14
Masters degree	3	7	2	4	1	2	3	6	6	4
Doctorate degree	0	0	1	2	0	0	0	0	1	1
Missing data	1	2	0	0	2	4	1	2	3	2
Total completing GC Survey	46		50		53		51		149	

FIGURE XII

FATHER'S EDUCATIONAL LEVEL

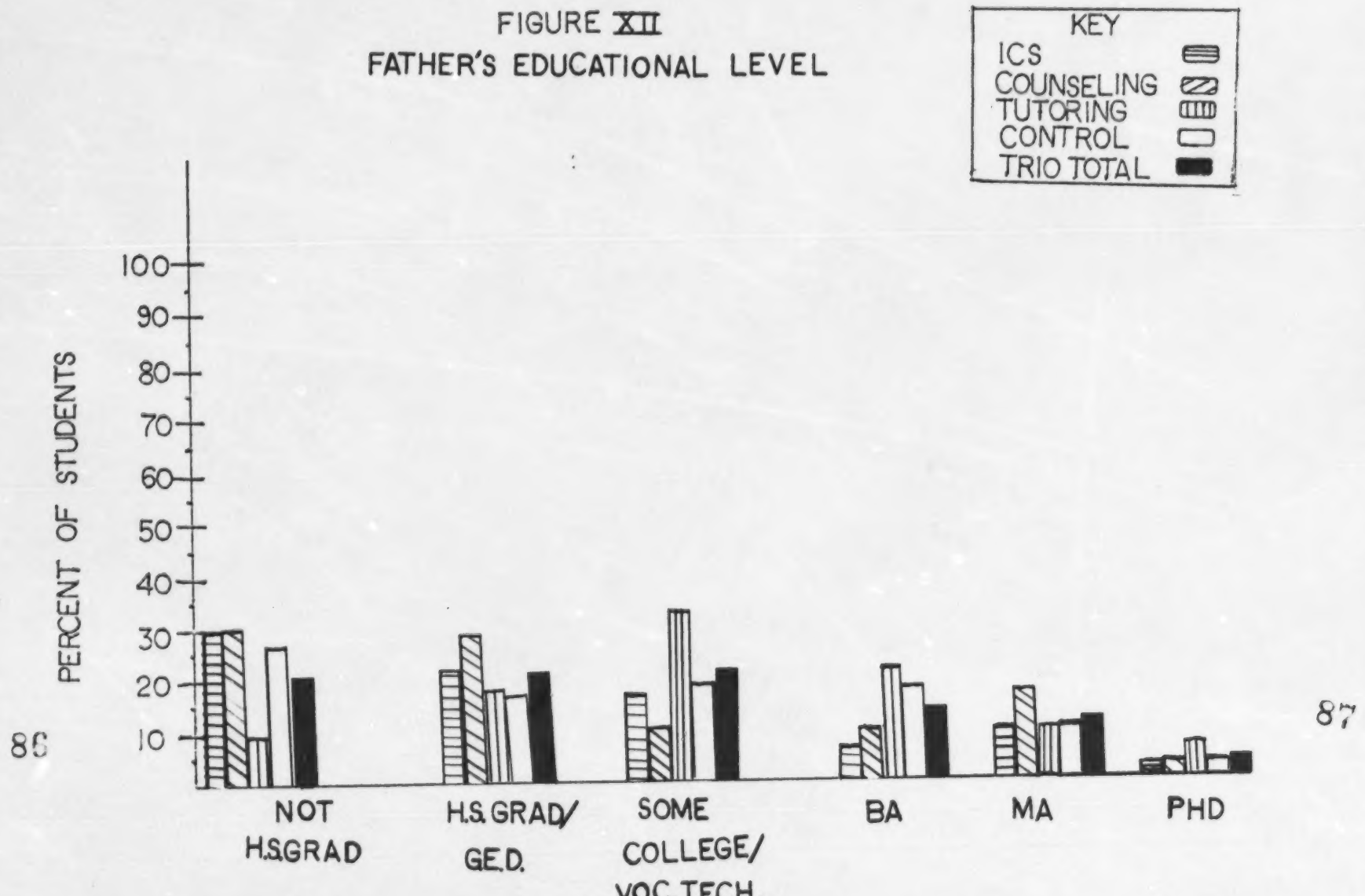

TABLE XII

Father's Educational Level

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
8th grade or less	7	15	9	18	2	4	8	16	18	12
Some high school	7	15	6	12	2	4	5	10	15	10
GED or high school grad.	10	22	14	28	9	17	8	16	33	22
Some college	1	2	3	6	12	23	7	14	16	,11
Post high school vocational training	7	15	2	4	6	11	2	4	15	10
Bachelors degree	3	7	5	10	11	21	9	18	19	13
Masters degree	4	9	8	16	5	9	5	10	17	11
Doctorate degree	1	2	1	2	3	6	3	2	5	3
Missing data	6	13	2	4	3	6	4	8	11	7
Total completing GC Survey	46		50		53		51		149	

FIGURE XIII

STUDENT MAJORS

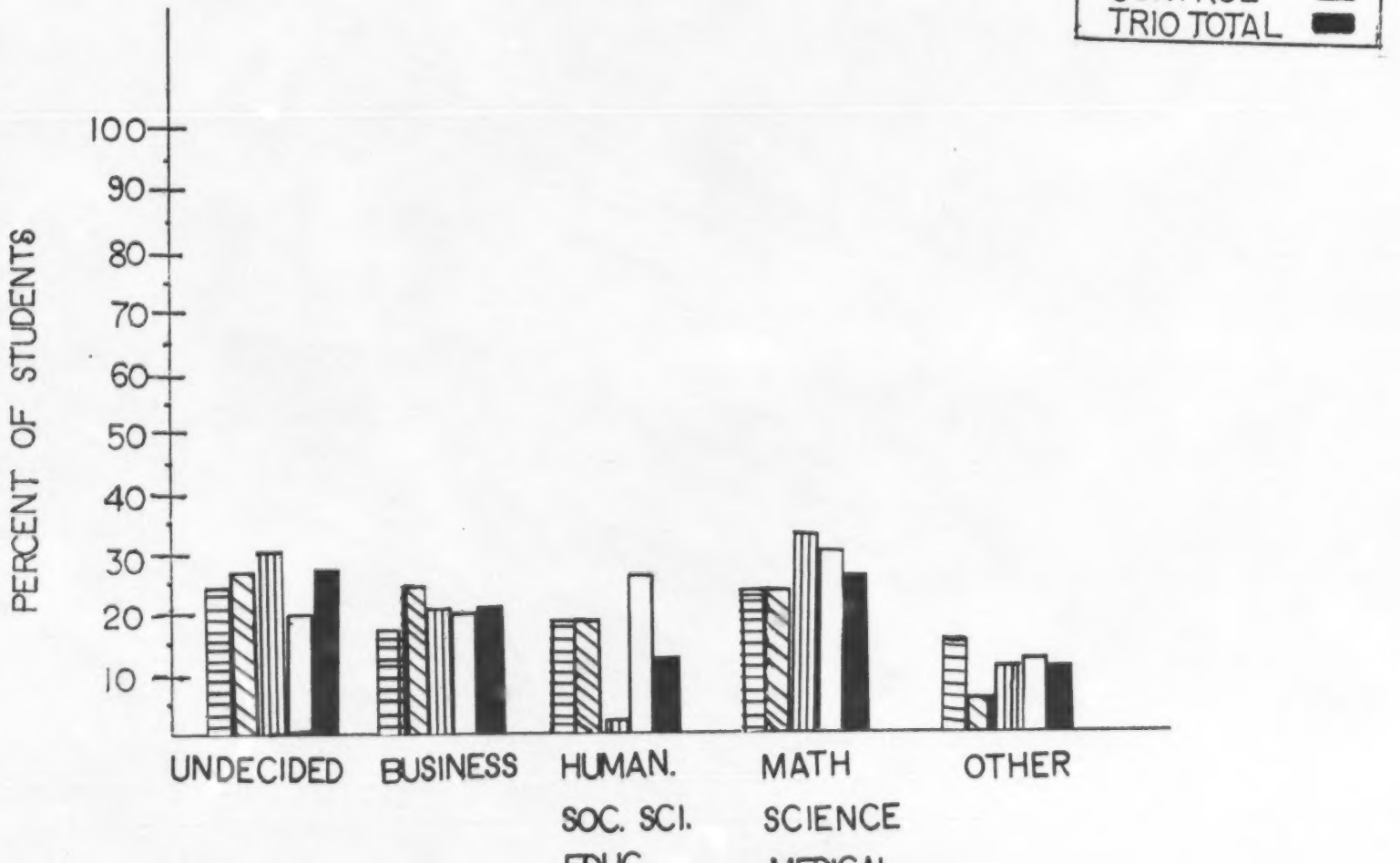

TABLE XIII

Student Majors

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
Undecided	11	24	13	26	16	30	10	20	40	27
Business	8	17	12	24	11	21	6	12	31	21
Humanities (e.g., lit., philosophy, art, etc.)	3	7	0	0	0	0	1	2	3	2
Social science (e.g., psychology, sociology, history)	1	2	8	16	1	2	6	12	10	7
Math or Science (e.g., engineering, math, biology, computer science)	9	20	9	18	14	26	6	12	32	21
Medical science (e.g., nursing, dental hygiene, occ. or phys. therapy)	2	4	3	6	3	6	9	18	8	5
Education (e.g., elem., secondary, phys. ed.)	4	9	1	2	0	0	6	12	5	3
Other	7	15	3	6	6	11	6	12	16	11
Missing data	1	2	1	2	2	4	1	2	4	3
Total completing GC survey	46		50		53		51		149	

FIGURE XIV

STUDENT SELF REPORT OF PHYSICAL, EMOTIONAL, OR LEARNING DISABILITIES

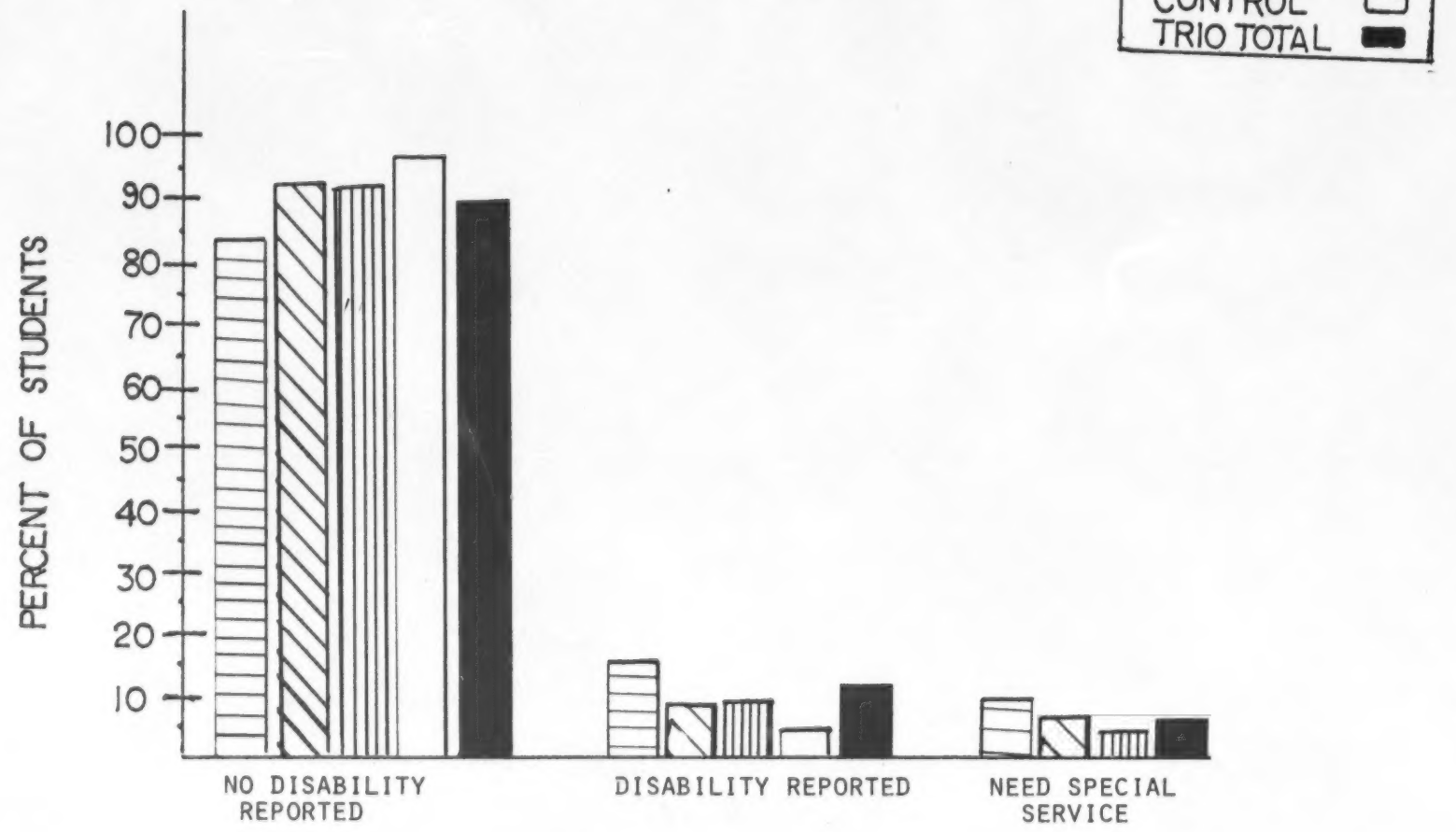

TABLE XIV

Self-Report of Students with Physical, Emotional, or Learning Disabilities

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	%	N	%	N	%	N	%	N	%
No disability reported	38	83	46	92	48	91	49	96	132	89
Have physical, emotional or learning disability	7	15	4	8	5	9	2	4	16	11
Needs services for disability	4	9	3	6	2	4	0	0	9	6
Missing data	1	2	0	0	0	0	0	0	1	1
Total completing GC Survey	46		50		53		51		149	

FIGURE XV

GENERAL COLLEGE PLACEMENT PROGRAM

PRE - TEST SCORES

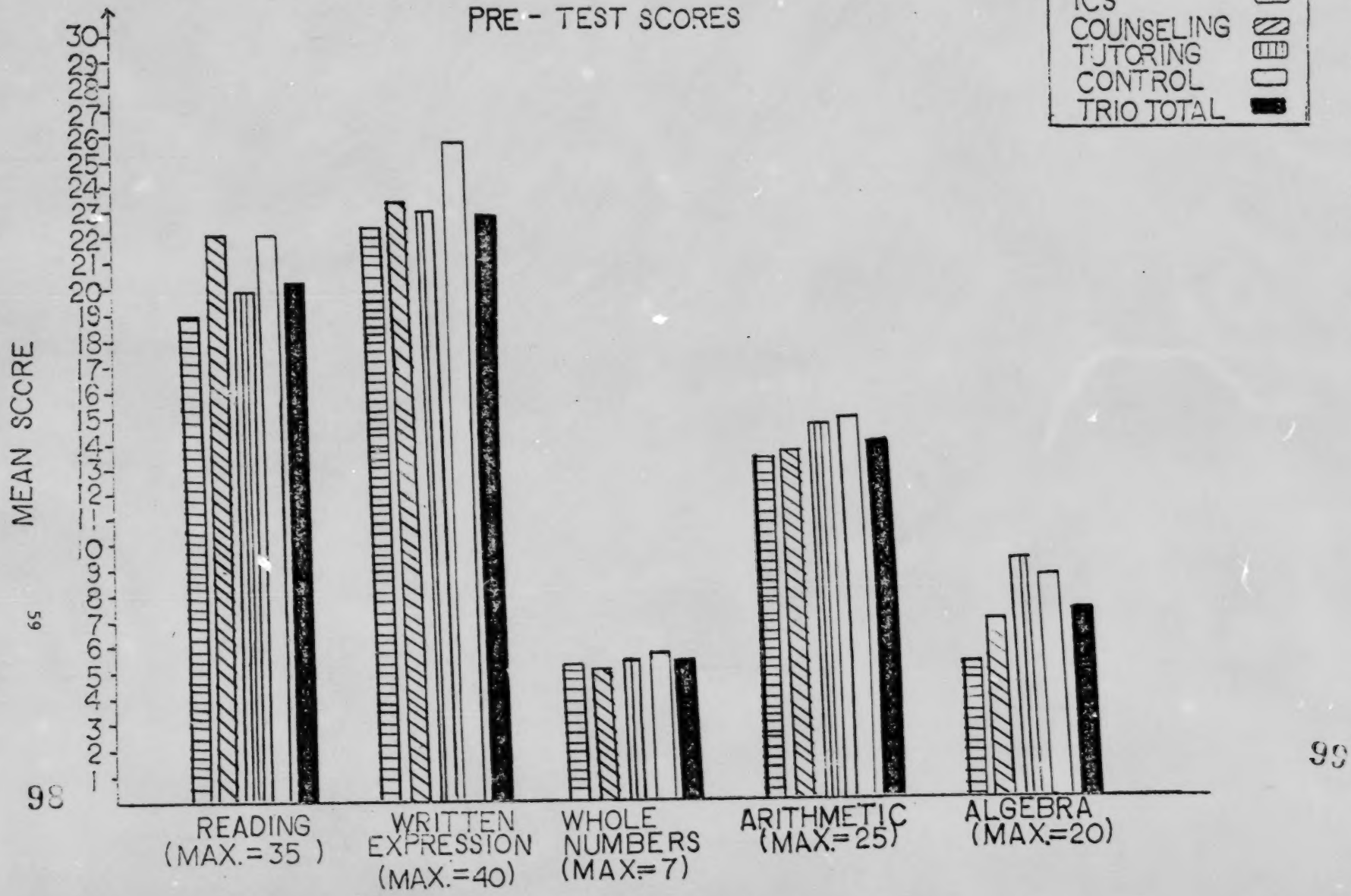
KEY
ICS
COUNSELING
TUTORING
CONTROL
TRIO TOTAL
MEAN SCORE
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
READING (MAX.=35)
WRITTEN EXPRESSION (MAX.=40)
WHOLE NUMBERS (MAX=7)
ARITHMETIC (MAX.=25)
ALGEBRA (MAX.=20)

TABLE XV

General College Placement Program Pre-Tests

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Reading (maximum score = 35)	51	19.00	50	22.02	68	19.78	55	22.02	169	20.21
Written English Expression (max. score = 40)	51	22.41	50	23.06	68	22.78	55	25.73	169	22.75
Whole Numbers (max. score = 7)	50	5.08	76	5.01	83	5.19	55	5.27	209	5.10
Arithmetic (max. score = 25)	50	13.36	76	13.47	84	14.60	55	14.85	210	13.90
Algebra (max. score = 20)	50	5.10	76	6.80	84	9.15	55	8.62	210	7.34

TRIO/Special Services Program:

Traditional Student Outcome Measures

Sherry Read
University of Minnesota
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August, 1981

Abstract

The TRIO students (Integrated Course of Study [ICS], Counseling and Tutoring groups) are compared to a low-income control group on gradepoint average (GPA), credit completion and overall retention of students within each group. GPA's are found to be comparable for all groups, but TRIO students are more likely to stay in school and have better credit completion than the control group.

Introduction

The primary questions of interest in this evaluation are:

1) Did TRIO students stay in school? and
2) Were they successful in school?

To answer the first question, the overall retention rate for the program (the proportion of students who remained in school continuously from their entry into the program to the end of the year) is examined. The most widely used measures of academic success are the grade point average (GPA) and the proportion of completed credits for each student (credit completion ratio; CCR). These measures take into account not only the grade achieved, but also the number of credits attempted and passed during the academic year. These three traditional indicators of success: retention rate, CCR and GPA, are explored in this section.

Method

Subjects

The subjects described in this study represent four groups:

a) ICS Students - all students enrolled in the Integrated Course of Study (ICS) were asked to participate in the study.

b) Counseling Students - all General College freshmen who were eligible for the Special Services Program (by low income, academic need, handicapped or minority status) and utilized the counseling facilities three or more times during the academic year, were included in the study.

c) Tutorial Group - all General College freshmen who were eligible for special services, and made use of direct personal tutoring three or more times, or took at least one basic skills class, were included in the study.

d) Control Group - a control group of 60 students was randomly selected from General College freshmen eligible for special services using the low income criteria, and who had not participated in the TRIO program or other retention programs also operating at General College.

A TRIO total is reported on each variable collected which combines the ICS, Tutoring and Counseling groups so that TRIO students can more readily be compared to the control group.

Individual files are created and maintained for each student. These files contain the student demographic profiles described in Section IV. The students are also tracked throughout the year on the following items:

1) courses and number of credits attempted each quarter,
2) courses and number of credits completed each quarter, and
3) grades received for those courses.

The source of this information is the official student transcript. These data are recorded quarterly and for the full academic year.

Retention Rate

The retention rate is defined as the proportion of students in each group who remain registered continuously from their quarter of entry into the program until the end of the academic year. To be considered "retained," a student who enters in the Fall must register for and complete Fall, Winter and Spring quarters and a student who begins Winter quarter must register for and complete Winter and Spring quarters. Students attending Spring quarter only are not included in this analysis.

A retention rate of 85% indicates that 85% of the students remained in school while 15% did not.

Grade Point Average (GPA)

The University of Minnesota (UM) uses a 4-point grading system where A = 4 grade points, B = 3 grade points, C = 2 grade points, D = 1 grade point and N = 0 grade points. N is not a passing grade and credit is not given for classes where a grade of N is received. Unlike many universities, at UM, grades of N are not included in the grade point average. To make these data comparable to other university settings, GPA's are calculated in two ways, first with N's excluded and secondly with N's included.

For a three credit course with a grade of B, nine grade points are given (3 credits x 3 grade points = 9 grade points). In order to compare the groups on grade points, a Group GPA (N's excluded) is calculated by

dividing the total number of grade points received by the group by the total number of credits completed with a passing grade (A - D). To include N's, the total number of grade points received is divided by the total number of credits attempted by that group. Grades of S (S = pass on a pass/fail grading option), I (I = incomplete) and W (W = withdrawal) are excluded in both cases.

Credit Completion Ratio (CCR)

The CCR is calculated by dividing the total number of credits completed in each group by the total number of credits attempted by that group. If 30 out of 40 credits attempted are completed, then the CCR = .75, indicating 75% of the credits are completed.

Results

The overall retention rates for each group are displayed in Table I, Figure I. The TRIO retention rate is 84% vs. 68% for the control group. A Chi-Square test for independent samples was performed and the actual retention rates were found to differ significantly from the expected rates, which indicates that a statistically significant difference does occur between group retention rates ($\chi^2 = 10.10$, $\alpha = .05$).

The group GPA's (N's not included) for each quarter and cumulatively and presented in Table II, Figure II. These data show that overall, the ICS students have a slightly higher GPA ($\bar{X} = 3.11$ vs. $\bar{X} = 2.88$ for the control group) with Counseling and Tutoring students having lower GPA's ($\bar{X} = 2.66$, $\bar{X} = 2.72$ respectively). A one way analysis of variance (ANOVA) was performed and the differences between groups were not found to be statistically significant.

The group GPA's (N's included) are displayed in Table III, Figure III. These data also show little variation between groups. A one way Analysis of Variance produced no statistical differences between groups. The TRIO students have a cumulative GPA of 2.40 as compared to the control GPA of 2.48. Here again, the ICS students had the highest GPA (2.64).

The Credit Completion Ratios (CCR) for each quarter and cumulatively are displayed for each group in Table IV, Figure IV. The TRIO Program has a higher cumulative CCR (.78) than the control group (.71). A Chi-Square

test for independent samples was performed. A statistically significant difference was found between groups (χ^2 = 333.05, α .05).

Another variable of interest, also displayed in Table IV, is the mean number of credits attempted and completed for each group. These data show that TRIO students, on a yearly basis, attempted approximately the same average number of credits as the control group (12.74 TRIO vs. 12.72 control) but TRIO students completed an average of .91 credits more than the control group per quarter. The ICS/TRIO student attempted more credits than any other group (13.53 vs. 12.72 control), and completed 1.61 credits more than the control group.

Conclusion

While GPA's are comparable for all groups, with N's included and without, TRIO students are more likely to stay in school (retention rate) and have a higher credit completion ratio than the control group.

FIGURE I

STUDENT RETENTION RATES

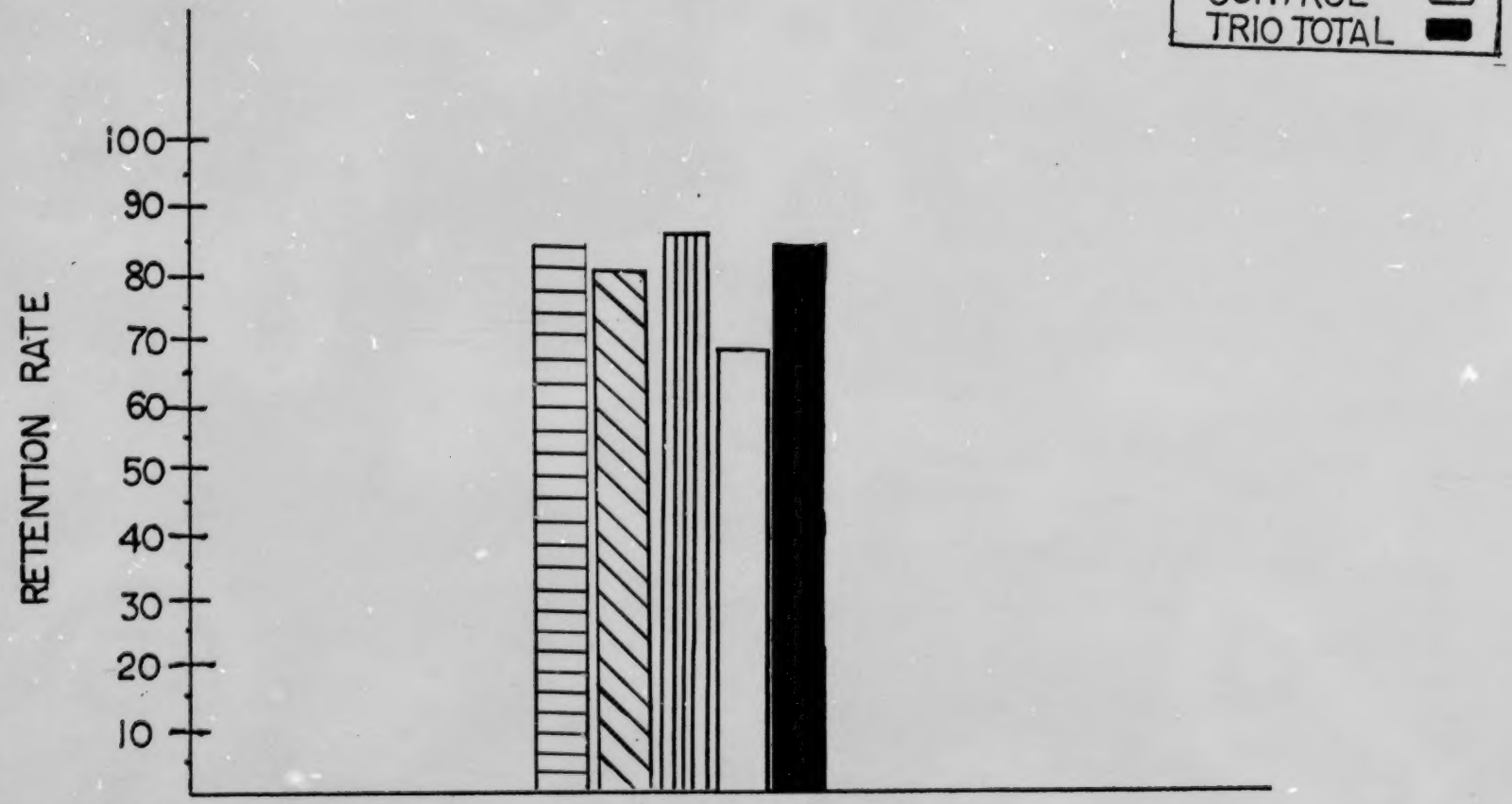

TABLE I

Student Retention Rates*

	ICS	Counseling	Tutoring	Control	TRIO Total
Total N of students in program during academic year	63	88	96	59	247
Number of students maintaining continuous registration and receiving grades for each quarter from the quarter of entry	53	71	83	40	207
Proportion of students maintaining continuous registration and receiving grades for each quarter from the quarter of entry (retention rate)	.84	.81	.86	.68	.84

*Student Retention Rate = $\frac{\text{Number of students maintaining continuous registration and receiving grades for each quarter from quarter of entry (for each group)}}{\text{Total number of students in the program during the academic year (for each group)}}$

FIGURE II

MEAN GRADE POINT AVERAGE
(A=4, B=3, C=2, D=1, N's NOT INCLUDED)

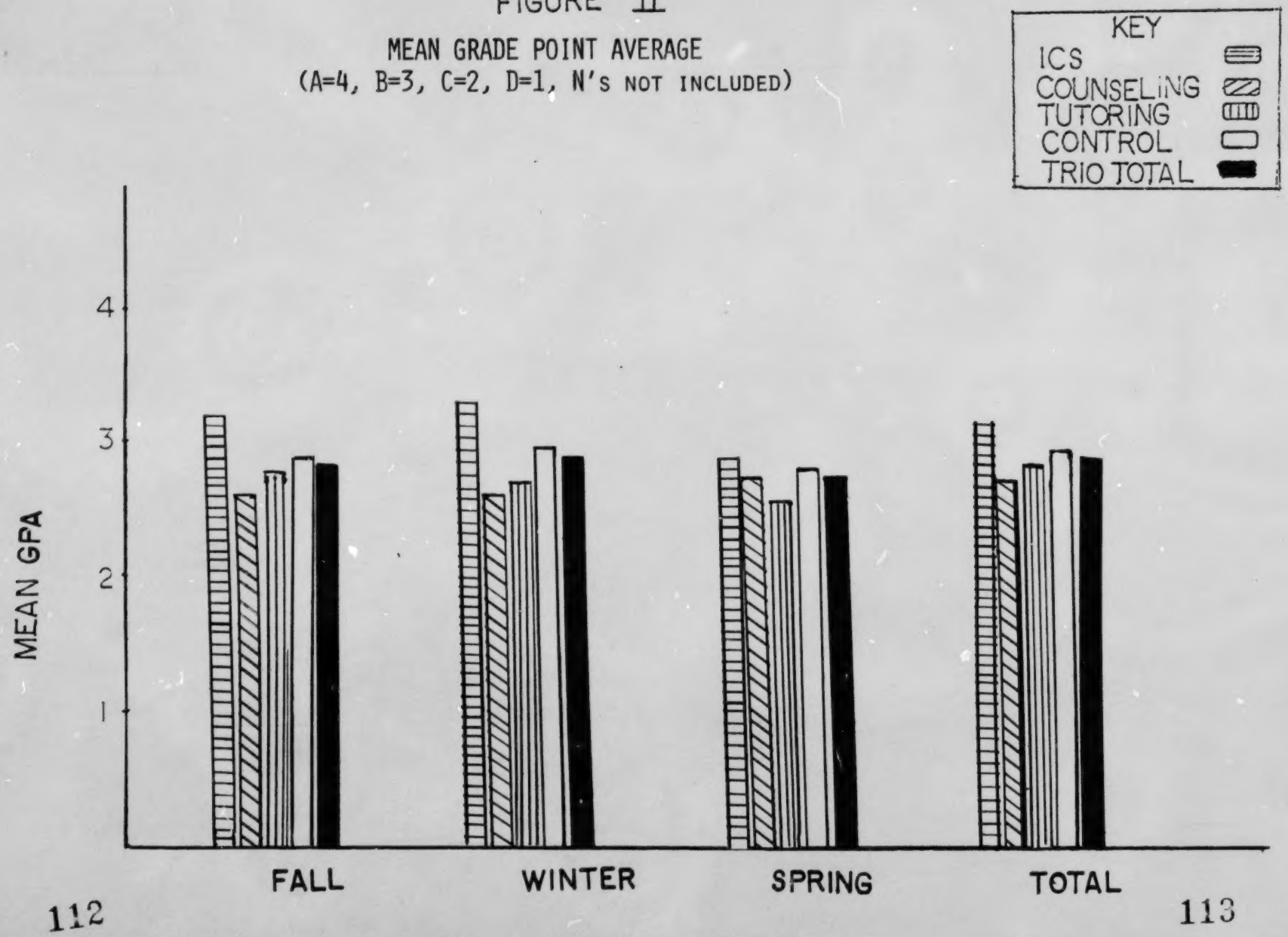

TABLE II

Grade Point Averages for Each Group for Fall, Winter, Spring Quarters and Cumulatively

(A = 4, B = 3, C = 2, D = 1, N's not included)

	ICS	Counseling	Tutoring	Control	TRIO Total
Fall					
N of Students	48	77	96	56	221
grade point average	3.16	2.64	2.78	2.87	2.82
Winter					
N of Students	54	74	95	52	223
grade point average	3.20	2.60	2.67	2.90	2.78
Spring					
N of Students	51	71	83	41	205
grade point average	2.95	2.74	2.69	2.84	2.77
Cumulative					
Total students in program	63	88	96	59	247
grade point average	3.11	2.66	2.72	2.88	2.79

FIGURE III

MEAN GRADE POINT AVERAGE
(A=4, B=3, C=2, D=1, N=0)

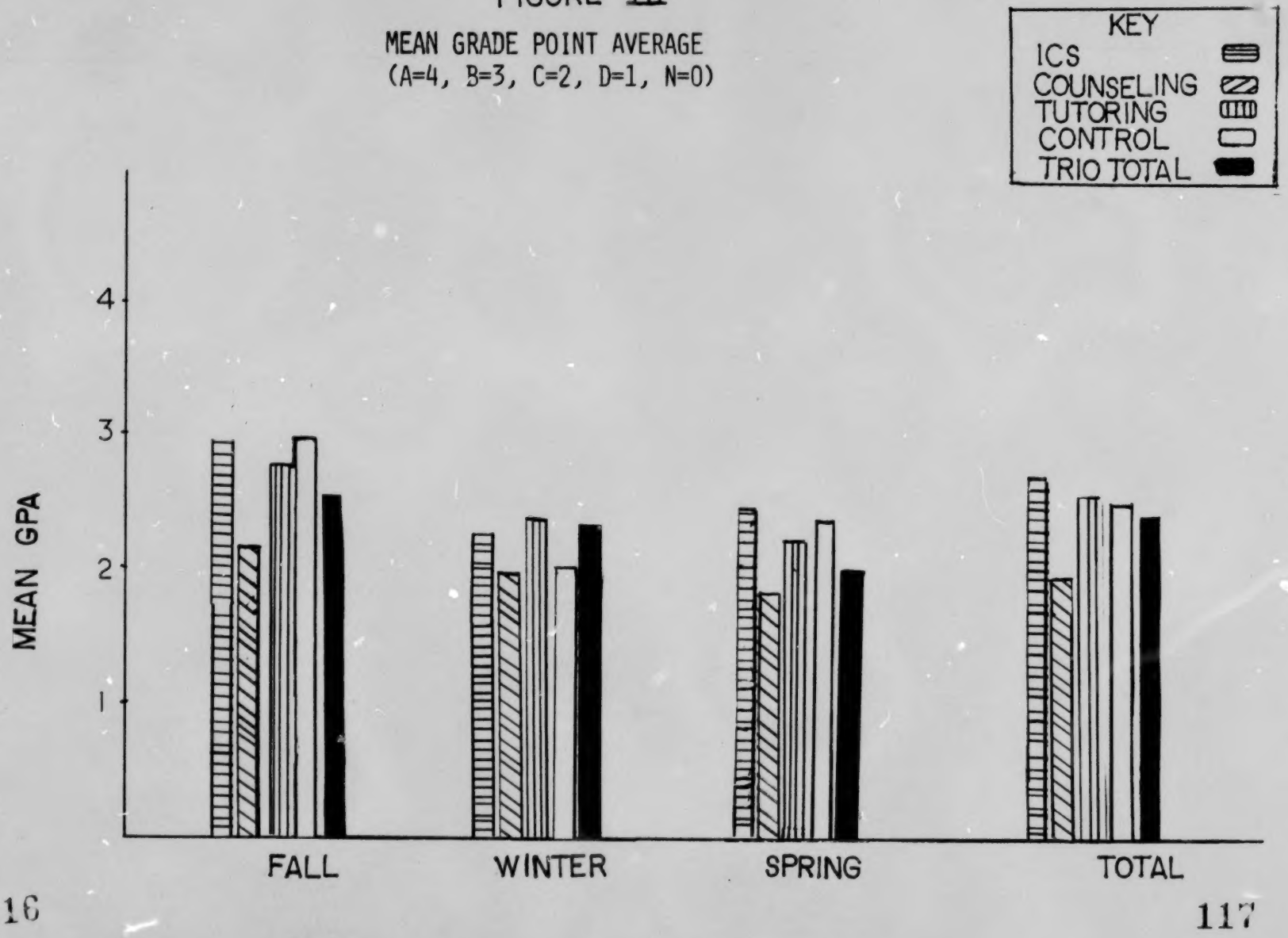

TABLE III

Grade Point Averages for Each Group for Fall, Winter, Spring Quarters and Cumulatively

(A = 4, B = 3, C = 2, D = 1, N = 0)

	ICS	Counseling	Tutoring	Control	TRIO Total
Fall					
N of Students	48	77	96	56	221
grade point average	2.97	2.20	2.74	2.92	2.61
Winter					
N of Students	54	74	95	52	223
grade point average	2.60	2.01	2.48	2.13	2.36
Spring					
N of Students	51	71	83	41	205
grade point average	2.37	1.88	2.32	2.24	2.19
Cumulative					
Total N students in program	63	88	96	59	247
grade point average	2.64	2.04	2.53	2.48	2.40

FIGURE IV

MEAN CREDIT COMPLETION RATIO (CCR)

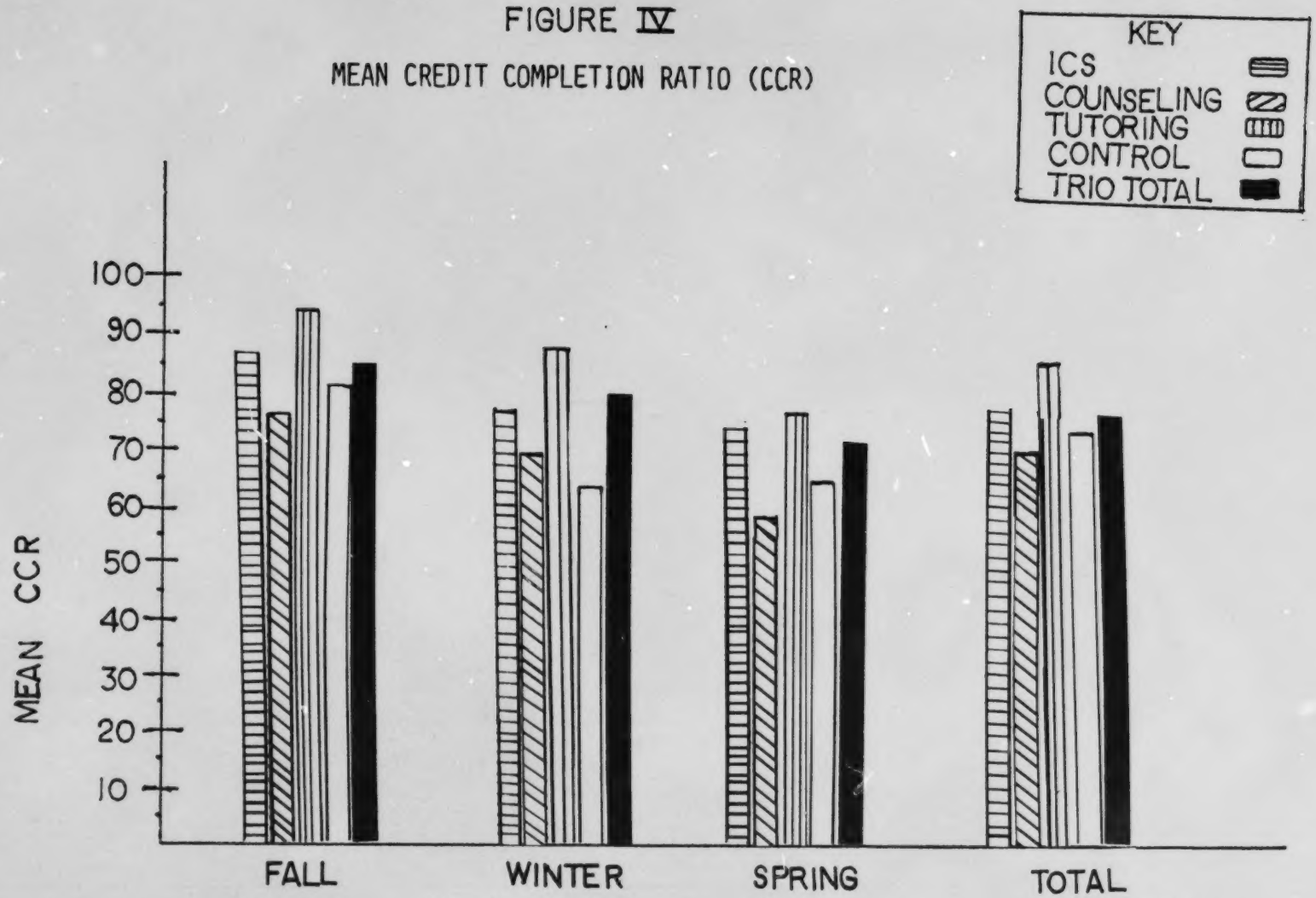

TABLE IV

Mean Credit Completion Ratio (CCR)* for Each Group of Students for Each Quarter and Cumulatively

	ICS	Counseling	Tutoring	Control	TRIO Total
Fall Quarter					
N of Students	48	77	96	56	221
CCR	.86	.74	.93	.82	.85
$\bar{X}$ credits attempted	13.16	12.39	12.91	12.71	12.78
$\bar{X}$ credits completed	11.35	9.13	11.96	10.43	10.84
Winter Quarter					
N of Students	54	74	95	52	223
CCR	.78	.70	.87	.64	.79
$\bar{X}$ credits attempted	14.28	12.59	12.60	12.83	13.00
$\bar{X}$ credits completed	11.17	8.76	11.01	8.27	10.30
Spring Quarter					
N of Students	51	71	83	41	205
CCR	.72	.60	.77	.65	.70
$\bar{X}$ credits attempted	13.09	11.92	12.39	12.59	12.40
$\bar{X}$ credits completed	9.47	7.03	9.52	8.20	8.64
Cumulative					
Total N students in program	63	88	96	59	247
CCR	.79	.68	.86	.71	.78
$\bar{X}$ credits attempted	13.53	12.31	12.64	12.72	12.74
$\bar{X}$ credits completed	10.66	8.34	10.89	9.05	9.96

*Credit completion ratio = $\frac{\text{total number of credits completed}}{\text{total number of credits attempted}}$

TRIO/Special Services Program:

Additional Student Outcome Measures

Sherry Read
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August, 1981

Abstract

TRIO/Special Services students were compared to a low income control group on college entry basic skills and growth of basic skills (as measured by a battery of placement tests in language and math on a pre/post basis) by the end of the academic year. Academic motivation and self esteem, two variables related to academic achievement, were also examined. The groups were comparable on basic skills at entry level, although all groups scored relatively low. The control group scored significantly higher at the end of the year on written English expression but the gains on all tests were comparable for TRIO/Special Services and control group students. TRIO/Special Services students reported higher positive academic motivation and showed greater growth in self esteem than the control group after a year of program participation.

Introduction

As a part of the TRIO/Special Services evaluation, several student outcomes measures were collected in addition to more traditional indicators of academic success such as grade point average (GPA), credit completion and student persistence in school. These additional measures include growth of basic skills and self esteem, and academic motivation.

While GPA is the most commonly used indicator of academic success, it is not a perfect measurement since it does not adjust for: 1) course load, 2) course difficulty, and 3) grading inconsistencies across courses. For this reason, it is helpful to be able to compare students on a single standardized measure of basic skills on a pre/post basis.

The General College Placement Program (GCPP) is a battery of basic skills tests in reading, written English expression, and mathematics (ETS, 1977, and Brothen, et al, 1981). These tests are given to all entering General College (GC) students, and they provide an excellent pre-college test of basic skills. While the GCPP was not designed to measure progress, its pre-test availability affords the TRIO/Special Services Program the opportunity to determine if growth in basic skills does occur during the academic year. To accomplish this, the GCPP is administered at the end of the year and compared to pre-test scores.

The TRIO/Special Services staff also expressed interest in the growth of student self esteem and their academic motivation, two factors which have been shown to relate to academic success. Since no pre-test data were available on these variables, only end-of-the-year information was collected.

Method

Subjects

The subjects in this study represent four groups:

a) ICS Students - all students enrolled in the Integrated Course of Study (ICS) were asked to participate in the study (n=63).

b) Counseling Students - all General College freshmen who were eligible for the Special Services Program (by low income,

academic need, handicapped or minority status) and utilized the counseling facilities three or more times during the academic year were included in the study (n=88).

c. Tutorial Group - all General College freshmen who were eligible for Special Services and made use of direct personal tutoring three or more times, or took at least one basic skills class, were included in the study (n=97).

d. Control Group - a control group of 59 students was randomly selected from General College freshmen eligible for Special Services using the low income criteria, and who had not participated in the TRIO/Special Services Program or other retention program also operating at General College (n=59).

Instruments

The instruments used in this study are:

I. General College Placement Program (GCPP, used as both a pre and post test)

A. Language

1. Reading Placement Test

This test is distributed by the Comparative Guidance and Placement Program of the College Board (Educational Testing Service, 1977) and consists of eight passages with associated questions regarding the content. The test focuses on reading comprehension, inference-making ability, and vocabulary in context. It is normed on more than 30,000 students from primarily two year institutions of higher education and vocational education across the country (ETS, 1977).

2. Written English Expression Placement Test

This test concerns sentence structure and the clear, logical expression of ideas (ETS, 1977). It is also distributed by ETS, and normed on the same group of students described above.

B. Mathematics (administered as a pre-test only)

1. Whole Numbers Subtest

This test consists of seven items which require the performance of addition, subtraction, multiplication and division using whole numbers only. It was developed by GC faculty and has been normed for General College students (Brothen, et al, 1981).

2. Arithmetic Subtest

This test includes twenty-five items and requires the same operations (addition, subtraction, multiplication and division) using whole numbers, fractions, decimals and percents. The Arithmetic Subtest was also created by GC faculty and normed on GC students (Brothen, et al, 1981).

3. Algebra Subtest

This test consists of twenty questions which require the student to solve elementary algebraic equations and inequalities, use negative integers, and find the slope of a line. This test was also created by GC faculty and normed on GC students (Brothen, et al, 1981).

II. Academic Motivation Inventory (post test only)

The Academic Motivation Inventory (AMI) consists of 90 items designed to measure sixteen motivational variables which relate to academic success (Moen, 1978). Students are asked to rate each of the 90 statements using the following five-point scale:

1	2	3	4	5
not true at all of me	a little true of me	moderately true	quite true	extremely true

The sixteen variables are divided into three motivational groups that: facilitate academic progress, are independent of academic progress, and debilitating motives. For optimal performance, a student should score high on the facilitating motives and low on debilitating ones.

III. Self Esteem (pre-post test conducted retrospectively)

The Janis-Field feelings of inadequacy scale is used to measure self esteem. It is probably the most widely used non-commercial scale (Robinson, Shaver, 1973). The twenty-item version developed by Eagly (1967) and used in this study is balanced for response bias with the inclusion of items both positively and negatively stated. The popularity of the Janis-Field inventory has led to the accumulation of validity information sufficient to justify its use.

Due to the lack of pre-data on student self esteem, a retrospective pre/post methodology is utilized by asking students to respond to each item with their current feelings and as they felt prior to enrolling in college. In this way, change in self esteem can be determined. Research on the effectiveness of this technique suggests that it may be more accurate than a traditional pre and post test (Howard, 1979).

Procedure

As entering GC students, all of the three hundred and seven (307) subjects should have completed the GC Placement Program pretest. However, due to late registration, prior courses taken in English or mathematics, and a variety of other reasons, only 265 of 86 percent actually took the GCPP pretest.

GCPP post tests were administered at the end of the academic year in reading and written English expression only, because many students did not take math courses during their first year of college. Post tests were also administered in academic motivation and self esteem.

During the last six weeks of Spring quarter, students were contacted by mail and given several group testing times during which they could complete the post test measures. Students were paid ten dollars for participation in the evaluation. The total time required for testing ranged from one hour to an hour and forty-five minutes. An extensive telephone followup was conducted in order to increase the response rate. Of the 251 students contacted for post testing (ICS = 63, Counseling = 88, Tutoring = 41, and Control = 59), a total of 116 or 46% responded. This relatively low response rate may have impact on the generalizability of the results.

Results

On all variables examined, a TRIO total is reported which combines the ICS, Tutoring and Counseling groups so that TRIO/Special Services students can more readily be compared to the control group.

I. General College Placement Program (GCPP)

To determine if differences existed between groups on basic skills prior to college, an Analysis of Variance was performed on each GCPP pre-test. No statistically significant differences were found between the groups on reading, written English expression, whole numbers or arithmetic tests. The TRIO/Special Services groups did score lower than the control group on all tests, but these differences weren't significant statistically. On the Algebra pre-test, a statistically significant difference was found between groups ($F = 10.13$, $\alpha < .05$) with the Tutoring and control groups having the highest scores ($\bar{X} = 9.15$ and 8.62 respectively out of a maximum of 20 points) and the Counseling and ICS groups having lower scores ($\bar{X} = 6.80$ and 5.10 respectively). These results are displayed in Figure I and Table I.

It should be noted that all of the means for TRIO students fell below the 35th percentile. On all the GCPP pre tests using national norms on the reading and written Engligh expression test and GC norms on the mathematics tests, the control group scores

were also below the 35th percentile in mathematics, but the means for both reading and written English expression were at the 45th percentile.

On the GCPP post test in reading, no difference between the groups on the reading was found. The TRIO/Special Services students continued to score lower than the control group, although this difference was not statistically significant. A statistically significant difference was found between groups on the written English expression test ($F = 2.42$, α .05) with the control group scoring higher than all TRIO groups ($\bar{X} = 28.96$ vs. 25.50 for ICS, 24.97 for Counseling and 22.81 for Tutoring out of a maximum of forty). These post-test scores are presented in Figure II and Table II.

To test for differences in basic skills over time, the GCPP pre-test scores are subtracted from the GCPP post-test scores for each student to produce a gain score. No statistically significant differences between groups were found for gain scores in mathematics or reading and written English expression. These data are presented in Table III, Figure III.

II. Academic Motivation

The responses to the Academic Motivation Inventory are summarized in Table IV and Figure IV.

While these data were not subjected to statistical analysis, examination shows that the TRIO students did respond higher on the facilitating motivations than the control group (TRIO/Special Services $\bar{X} = 2.96$ vs. control $\bar{X} = 2.36$ on a 5-point scale with 5 = highly characteristic of the student). Differences on the independent and debilitating scales are negligible.

III. Self Esteem

Student responses to the Janis-Field inventory measuring self esteem are summarized in Table V and Figure V.

Analysis of Variance produced no significant results between groups on pre-test or post-test responses. ICS students gave the lowest pre-test responses ($\bar{X}$ = 2.93 vs. Counseling $\bar{X}$ = 3.30, Tutoring $\bar{X}$ = 3.38 and control $\bar{X}$ = 3.16 on a 5-point scale). A statistically significant difference was found between groups on gains in self esteem. ICS students showed the greatest gains ($\bar{X}$ = .65 vs. Counseling $\bar{X}$ = .38, Tutoring $\bar{X}$ = .44, control $\bar{X}$ = .42).

Summary

Both TRIO/Special Services students and the control group began the academic year with low scores on the General College Placement Program and while TRIO/Special Services students scored consistently lower, this difference was not statistically significant. By the end of the year, the control group scored significantly higher on written English expression, although their gain scores were not significantly greater than TRIO/Special Services students.

TRIO/Special Services students reported higher positive academic motivation than control students at the end of the year and ICS students showed statistically significant gains in self esteem.

FIGURE I

GENERAL COLLEGE PLACEMENT PROGRAM

PRE - TEST SCORES

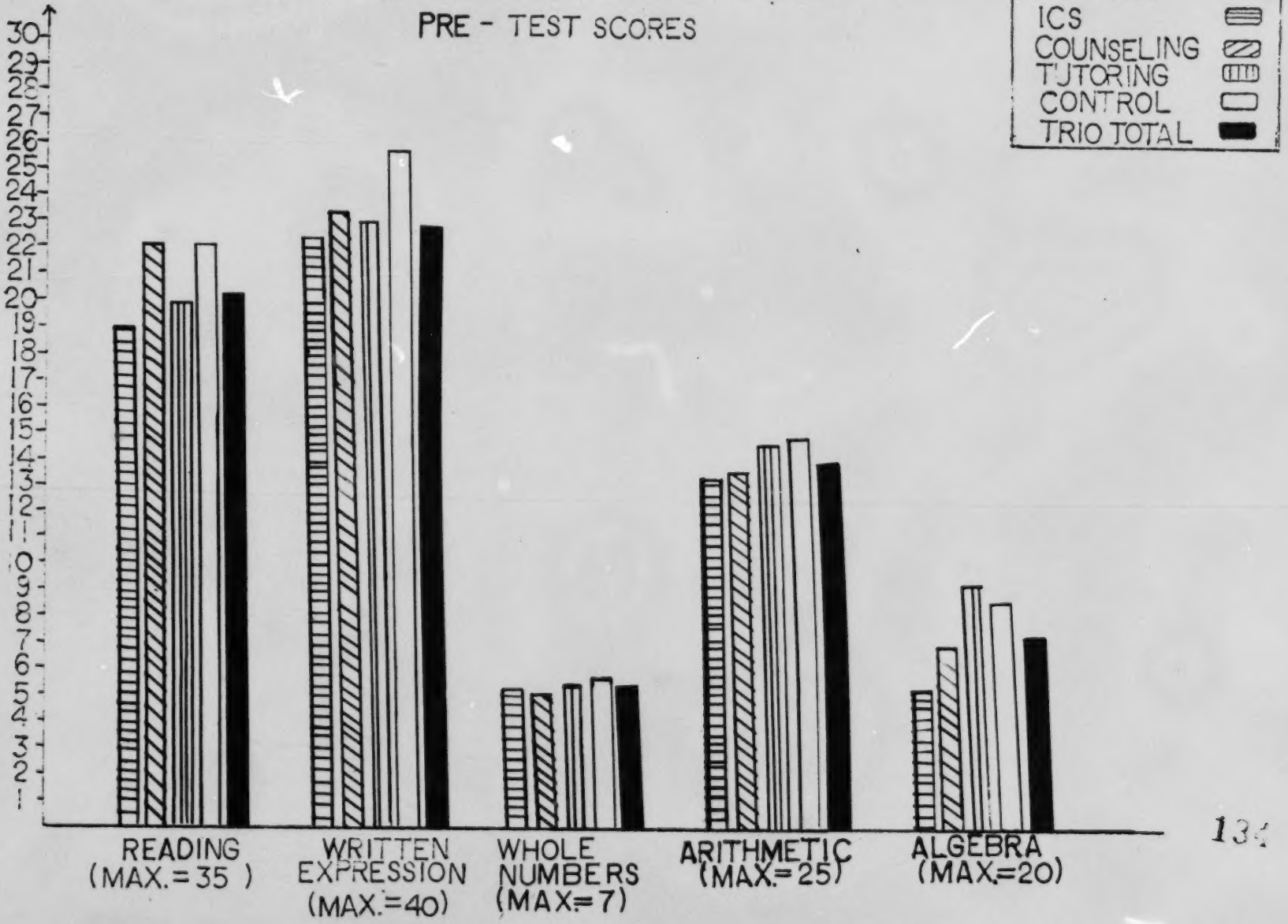

TABLE I

General College Placement Program Pre-Tests

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Reading (maximum score = 35)	51	19.00	50	22.02	68	19.78	55	22.02	169	20.21
Written English Expression (max. score = 40)	51	22.41	50	23.06	68	22.78	55	25.73	169	22.75
Whole Numbers (max. score = 7)	50	5.08	76	5.01	83	5.19	55	5.27	209	5.10
Arithmetic (max. score = 25)	50	13.36	76	13.47	84	14.60	55	14.85	210	13.90
Algebra (max. score = 20)	50	5.10	76	6.80	84	9.15	55	8.62	210	7.34

FIGURE II

GENERAL COLLEGE PLACEMENT PROGRAM

POST TEST SCORES

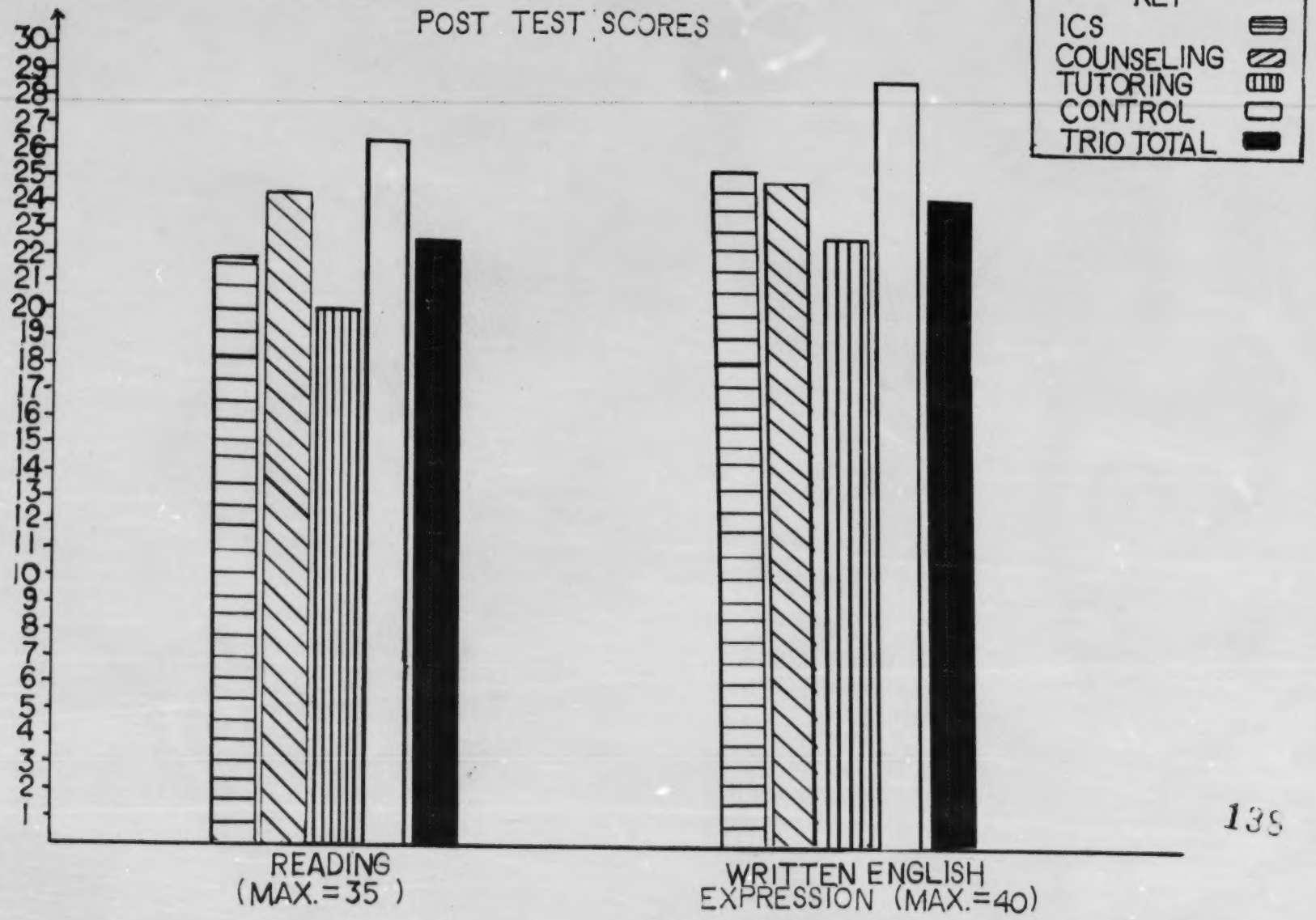

TABLE II

General College Placement Program Post Test Scores

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Reading (maximum score = 35)	36	22.17	37	24.43	16	19.94	28	26.50	89	22.71
Written English Expression (max. score = 40)	36	25.50	37	24.97	16	22.81	28	28.96	89	24.80

FIGURE III

GENERAL COLLEGE PLACEMENT PROGRAM

POST TEST GAIN SCORES

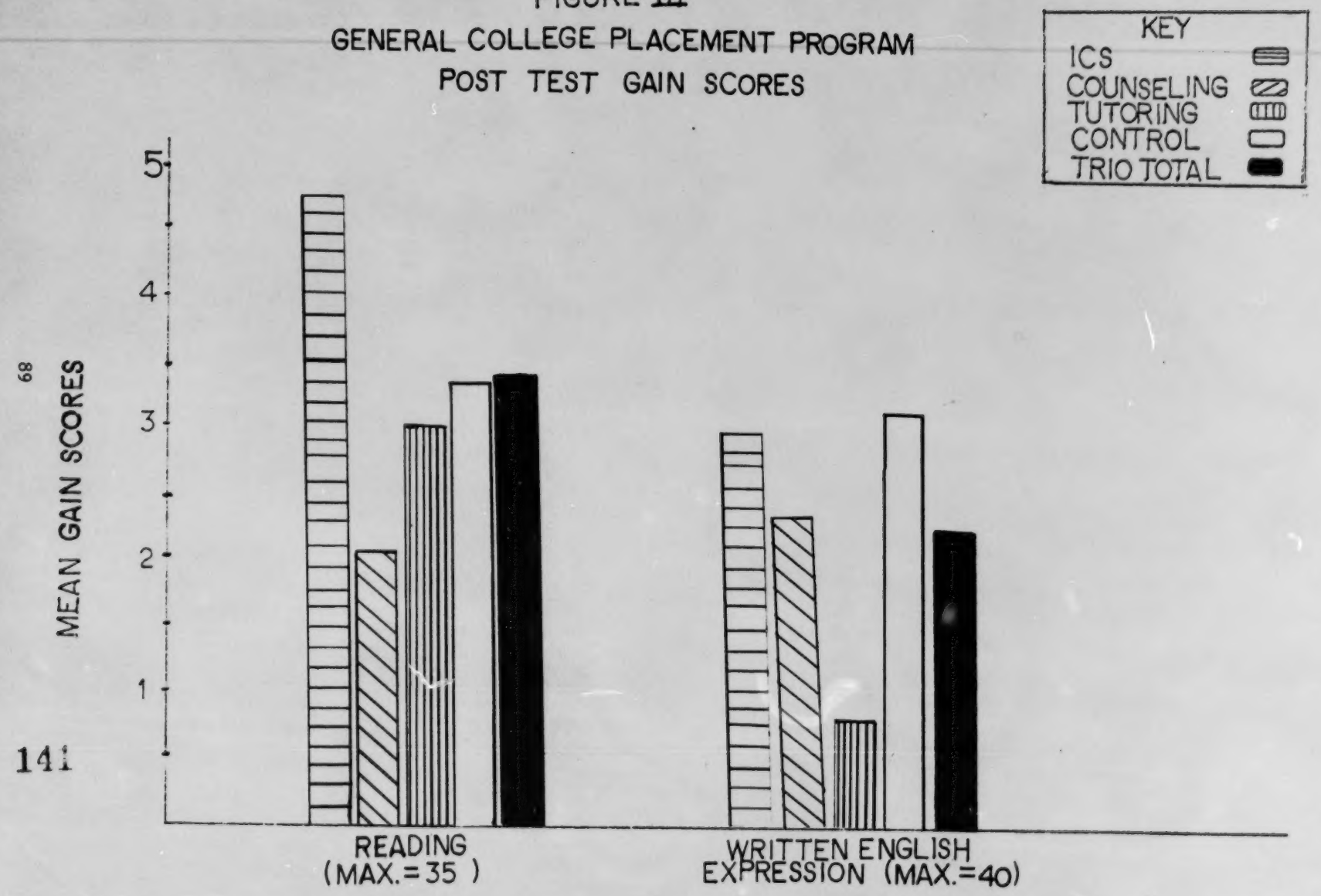

TABLE III

General College Placement Program Post Test Gains

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$ Diff	N	$\bar{X}$ Diff	N	$\bar{X}$ Diff	N	$\bar{X}$ Diff	N	$\bar{X}$ Diff
Reading (maximum score = 35)	28	+4.71	23	+2.09	15	+3.00	25	+3.32	66	+3.41
Written English Expression (max. score = 40)	28	+2.96	23	+2.39	15	+ .73	25	+3.16	66	+2.25

FIGURE IV

MEAN RESPONSES ON THE

ACADEMIC MOTIVATION INVENTORY

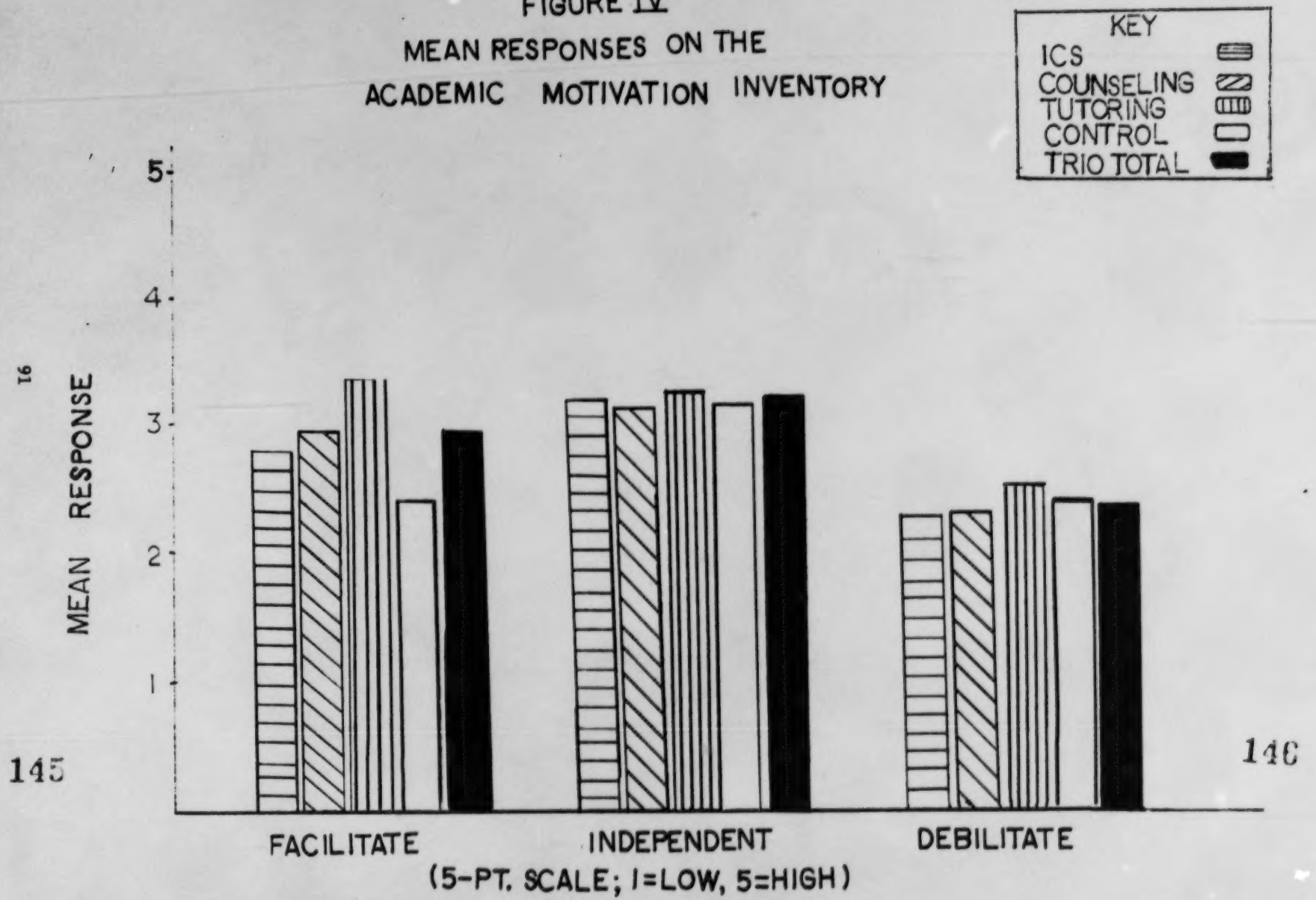

TABLE IV

Mean Responses on Academic Motivation Inventory (AMI)
(On a 5-point scale; 1 = not at all true, 5 = extremely true)

Scale	ICS (N=35)*	Counseling (N=38)*	Tutoring (N=15)*	Control (N=27)*	TRIO Total (N=88)*
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Facilitating					
Thinking Motives	2.89	2.98	3.27	3.16	2.99
Achieving Motives	3.32	3.34	3.74	3.44	3.40
Perceiving Motives	3.32	3.29	3.79	3.19	3.38
Competing Motives	2.36	2.12	3.07	2.39	2.37
Influencing Motives	2.59	2.91	3.42	3.08	2.90
Facilitating Anxiety	2.17	2.21	3.00	2.68	2.33
Facilitating Total	2.85	2.89	3.39	2.38	2.96
Independent					
Grades Orientation	3.39	3.15	3.79	3.51	3.22
Economic Orientation	3.37	3.15	3.53	3.45	3.30
Desire for Self-Improvement	3.08	3.17	3.21	2.85	3.14
Demanding	2.97	3.03	3.14	2.84	3.02
Affiliation Motive	3.10	3.11	3.32	3.02	3.14
Independent Total	3.19	3.12	3.21	3.14	3.16
Debilitating Motives					
Withdrawing Motive	2.30	2.30	2.23	2.35	2.29
Need for Esteem	2.76	2.60	2.98	2.68	2.73
Debilitating Anxiety	2.75	2.35	3.51	2.56	2.68
Dislike School	2.39	1.91	2.05	2.14	2.12
Discouraged About School	1.62	2.18	2.23	2.22	1.89
Debilitating Total	2.31	2.32	2.54	2.42	2.35

*Total completing AMI

FIGURE V

MEAN PRE, POST, AND GAIN SCORE RESPONSES TO THE JANIS/FIELD SELF-ESTEEM INVENTORY

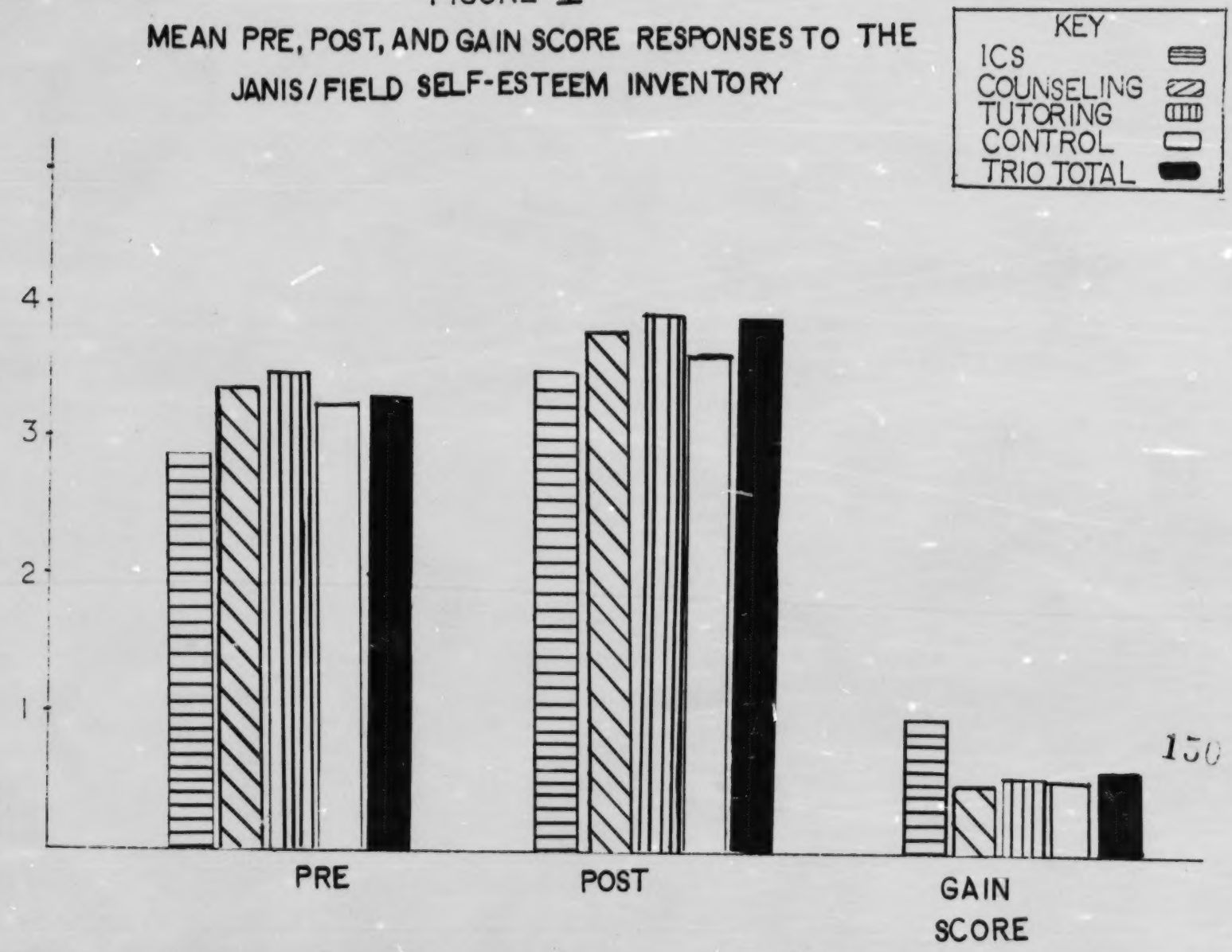

TABLE V

Mean Pre, Post, and Difference Scores on the Janis-Field Self-Esteem Scale for Each Group

	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Pre-Test	34	2.93	38	3.30	16	3.38	27	3.16	88	3.17
Post-Test	35	3.63	38	3.58	16	3.82	27	3.63	89	3.64
(Gain Score)	34	.65	38	.38	16	.44	27	.42	88	.50

94

On a 5 point scale; 5 = high esteem, 1 = low esteem. For difference scores (post-pre test), a positive difference indicates a gain in self esteem, with higher numbers indicating higher gains.

Note: Gain scores are calculated for each student by comparing the pre and post responses to each item. If a subject did not answer both pre and post responses on an item, that item is excluded from the subject's average gain score. For that reason, the mean gain score does not equal the mean post test score minus the mean pre test score.

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TRIO/Special Services Program:

Student Satisfaction Survey

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July, 1981

Abstract

ICS students responded to a TRIO/Special Services student satisfaction survey. Twenty-nine (54%) of the 54 students contacted completed the survey. The overall satisfaction with the TRIO Program was quite high, with a mean of 4.22 on a 5-point scale.

Introduction

To give students the opportunity to personally evaluate the TRIO Program, ICS students were asked to respond to a Student Satisfaction Survey. The survey was constructed through Staff selection from a pool of items based on program goals and objectives.

Method

The survey was administered to ICS students as part of the end-of-the-year post testing process. Of the fifty-four (54) students contacted, twenty-nine (or 54%) responded to the survey.

Results

The questions and results are displayed in Table One. In general, students were highly satisfied with the TRIO Program, as can be seen in item 8 (overall, I am satisfied with the TRIO Program, with a mean of 4.22 on a 5-point scale, 5 indicating very strong agreement). They would also recommend the program to friends and relatives (item 9, mean 4.53). The staff was viewed as very supportive and accessible (items 3 and 4, means 4.64 and 4.27 respectively).

On a personal note, students felt they were more confident and motivated, had greater organizational and long range planning skills, and were more aware of University and community resources as a result of being in the TRIO Program (items 2, 10, 5, 7, and 11; means 3.85, 3.97, 4.34, 4.10 and 4.03 respectively).

Conclusions

The students responding to the survey gave an overwhelming vote of confidence to the TRIO Program. This response can be generalized to the entire ICS population due to the relatively low response rate.

FIGURE I

MEAN RESPONSES TO

THE STUDENT SATISFACTION SURVEY

TABLE I

Student Satisfaction Survey

Results

Note: When this survey was administered, 50% of the items were negatively stated and 50% positively stated. To facilitate interpretation, the results are displayed using all positive statements, with statistics adjusted accordingly.

All items used the following scale:

strongly disagree	disagree	agree	strongly agree	very strongly agree
1	2	3	4	5

		n	mean	median	mode
1.	The TRIO Program helped me to stay in school.	29	3.79	4	5
2.	I have more confidence in myself as a student now than I did last fall as a result of the TRIO Program.	27	3.85	4	4
*3.	The TRIO staff has been very supportive of me in my efforts as a student.	29	4.65	5	5
4.	The TRIO staff has been accessible to me when I needed help.	29	4.27	4	5
*5.	My skills in organization have improved this year from being in the TRIO Program.	29	4.34	4	4
*6.	The TRIO Program has helped me to make career plans.	29	4.27	4	4
7.	My long-range planning skills have improved this year as a result of participating in the TRIO Program.	29	4.10	4	3
8.	Overall, I am satisfied with the TRIO Program.	27	4.22	5	5
*9.	I would recommend the program to friends and relatives.	28	4.53	5	5
*10.	I am more motivated to continue school now than I was last fall.	29	3.97	4	4
11.	Because of the TRIO Program, I am more aware of University and community resources (such as financial aid, day-care, and student support services) and how to use them.	29	4.03	4	5

*Stated in negative terms on the scale actually used in the evaluation.

TRIO/Special Services Program

Case Studies and Exit Reviews

Sherry Read
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July, 1981

Abstract

In order to catch a glimpse of TRIO students in greater detail, two brief case studies of TRIO/ICS students are presented. Their education backgrounds and the record of work completed during the academic year are presented.

The reasons given for ICS students for leaving the program are presented.

Introduction

The General College Special Services evaluation relies heavily on the use of aggregate data which compares groups of students on a variety of variables. This is also true of most research and evaluation. While this type of information is useful, by its very nature, it forces us to lose track of the individual. For this reason, the evaluation will also include a more in-depth look at two individual TRIO students (using a case study or n=1 methodology), so that a more well-rounded view of the program can be obtained. In addition, for the reader who is not familiar with the type of student that Special Services programs typically serve, these case studies may provide some insight into the background of Special Services students.

Method

Subjects: The two subjects examined in this section, a male and a female, were selected based on staff recommendations of students who were fairly representative of the ICS/TRIO population.

Procedure: The subjects were both interviewed using a semi structured/open interview format. The primary questions of interest were:

1) Why are you in the TRIO program?
2) Do you feel it has helped you to stay in school? met your expectations?
3) What was your educational background prior to entering the Special Services Program?
4) How would you characterize yourself at the beginning of the Fall quarter?
5) How have you changed over the academic year as a result of being in the TRIO program?
6) What courses did you take and how did you do?
7) What changes in the program would you recommend?

The text of these interviews was then summarized into the following two narratives.

Results

Case #1

Kevin is an intense young man, full of restless energy. Before enrolling in school this fall, he spent the last six years in the streets of Chicago and Denver. He describes that part of his life as free and completely irresponsible. He is an ex-heroin addict and an alcoholic.

Now, Kevin is a serious student. He has dedicated himself to college with the same sort of abandon that characterized him during his time in the streets. Teachers and counselors report that Kevin's appearance and attitudes have altered considerably over the course of the school year. He wants to succeed in school and he has been willing to change in many ways to insure that success.

Because he has been out of school for so long, in a life style that was very incompatible with higher education, Kevin felt that he needed the TRIO Program so that he could concentrate on developing his basic academic skills, as well as obtain the general skills and information necessary for survival in the university setting. This year, he took the following classes.

Fall '80

Course	Number of Credits	Grade
GC 1405 Personal Writing, Usage/Style	3	A
GC 1212 Urban Problems	5	A
GC 1702 Survival Seminar	2	S
GC 1439 Self-paced Basic Math	3	B+
Fall Total:	13 credits	Fall GPA = 3.73

Winter '81

Course	Number of Credits	Grade
GC 1138 Biological Science: Concept College	5	A
GC 1371 Literature: Reading Short Stories	3	C
GC 1421 Writing Lab: Personal Writing	4	B

Course	Number of Credits	Grade
GC 1703 Survival Seminar II	2	S
Winter Total Credits:	14	Winter GPA = 3.17

Spring '81

Course	Number of Credits	Grade
GC 1217 Community Service Internship	8	A
GC 1704 Survival Seminar III	2	S
Spring Total Credits:	10	Spring GPA = 4.0

Overall GPA = 3.58 for 37 credits

Kevin made the Dean's list Fall quarter. As a part of his Spring quarter internship, he worked as a counselor at the Jonathan Boys Home where he worked with juvenile status offenders.

While he is satisfied with his accomplishments this year, Kevin feels that he suffered some "burnout" Spring quarter and personal problems which forced him to drop one of his courses and revert to some of his pre-TRIO life-style. Nevertheless, he states without hesitation that he could not have made it through the year without the Special Services Program.

This summer, Kevin plans to begin work on a book in which he will interview ex-heroin addicts and work on his writing skills. Kevin will be back at the University of Minnesota in the fall. He still has a great deal to learn about coping with the system and himself, but he feels strong enough for the challenge.

Case #2

Paula is a quick witted, lively young woman. She has been out of school for several years. After high school, she worked in secretarial jobs in Chicago. She tried to attend college, in all of its various forms: night school, weekend classes, community college, but nothing worked. She just couldn't contend with the bureaucracy of higher education.

Paula came to the Special Services Program with very good basic skills. For her, the Special Services Program has been helpful in giving her the kind of information and support that she needed to cope with the University structure and home and family problems.

Paula completed the Spring quarter in the last days of her pregnancy. This is her first child. At the Special Services awards banquet, she gave a speech on her feelings about the program, leaving the audience chuckling and wondering how she had been able to attend classes and take exams so near the end of her pregnancy.

This year, Paula took the following courses:

Fall '80

Course		Number of Credits	Grade
GC 1407	Personal Writing, Usage/Style	4	A
GC 1702	Survival Seminar I	2	S
GC 1212	Urban Problems	5	A-
Fall Total:		11	Fall GPS = 4.00

Winter '81

Course		Nuber of Credits	Grade
GC 1138	Biological Science: Concepts College	5	B
GC 1254	Background: Modern World	2	B
GC 1284	Behavior Problems: Children	4	A
GC 1429	Writing: Individual Study	2	N
GC 1703	Survival Seminar II	2	S
Winter Total:		13	Winter GPA = 3.36

Spring '81

Course		Number of Credits	Grade
GC 1435	Math Skills Review	5	I
GC 1502	Career Planning	2	I
GC 1701	Psychology: Personal Effectiveness	3	A
GC 1704	Survival Seminar III	2	A
Spring Total:		5	Spring GPA = 4.0

Overall GPA = 3.70 for 29 credits

Paula made the Dean's list Fall quarter. While she anticipates some added problems as a result of having a child to care for, she will be back at the University in the Fall. She also believes that she wouldn't have made it without the Special Services Program and she hopes to rely on the support systems that she developed this year and the services she now knows are available.

Exit Reviews

At the end of Spring quarter, each Survival Seminar counselor was asked to report on students who left the program. For the ten ICS students who left school before the end of Spring quarter, the following reasons were given for leaving:

Reason for Leaving School	Number	% of Total ICS (63 Students)
Personal reasons	5	8%
Financial	2	3%
Don't know (unable to locate student)	3	5%
	10	16%

Conclusions

Obviously, the two students described in these case studies did very well in school. They both feel that the TRIO Program played a major role in their academic success. While this experience does not reflect the experience of all TRIO students, it does provide some insight into the type of student served by Special Services and how they may benefit from the Program.

Finally, based on exit reviews with counselors, only five percent of the ICS students left school without giving any reason or having exit contact with a TRIO counselor.

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TRIO/Special Services Program

Writing Laboratory Evaluation

Gregg Parks
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August, 1981

Abstract

All TRIO students enrolled in writing labs were asked to write impromptu essays the first and last day of class each quarter. These essays were collected for each student and then analyzed by an outside expert for growth in: 1) use of sentence boundaries, 2) sentence control and variety, 3) organization, 4) scope, and 5) surface competence.

The results of this evaluation, and some excerpts from student papers, are given. Most of the students were found to have obtained the basic writing skills necessary for college survival.

Introduction

The TRIO Writing Labs were designed to help students build their confidence as writers. Some of the areas focused on through writing papers and work outside of class were: (1) sentence boundaries, (2) sentence control and variety, (3) the development of main ideas, (4) organization, (5) appropriate scope for papers, and (6) surface competence as witnessed by proofreading and editing skills. This paper addresses the extent to which students progressed in each of these areas.

Method

To test the growth of his students, Terry Collins instructed them to write an impromptu essay at the opening and close of each quarter on a specified topic. The topics varied from essay to essay.

The number of writing labs each student took ranged from one course to as many as three during the academic year. A file was kept for each student, containing all of the impromptu essays from the writing lab(s) taken.

Using a case study format, Gregg Parks, a writing instructor at General College who was not involved in teaching TRIO students reviewed each folder and made subjective decisions on the areas of interest. A non-TRIO instructor was employed to encourage an impartial assessment of students. The form used to collect information is displayed in Appendix I(E). In contrast to the other portions of this evaluation, all of the data collected here were the narrative impressions of an expert, or qualitative rather than quantitative. These data add texture to the more general information reported earlier.

After reviewing the TRIO folders, Dr. Parks summarized his impressions in the paper that follows.

EVALUATION OF STUDENT WRITERS IN THE TRIO PROGRAM

Prepared by:

Gregg W. Parks, Ph.D
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September 4, 1981

Judging from the nearly one hundred folders that I looked at, the students in the TRIO Writing Program are extremely heterogeneous. A small number of well qualified students probably did not need to take the course at all and could in my judgement have entered and successfully completed one of the traditional writing courses taught at General College. Also, a small number of students at the lower end of the scale established for the purpose of this study would probably not be able to successfully complete a traditional writing course despite an infinity of TRIO programs. However, as one might expect, a large number of students in the TRIO Writing Program seem to have profited from it. They entered the program with minimal skills or even writing skills below minimum and they were able to sharpen those skills or bring their skills up to minimum competence.

This report looks at a representative number of students:

1) those who showed no progress in the course,
2) those who entered the course with below minimum skills and became minimally competent writers,
3) those who had minimally competent skills at entry and sharpened those skills, and
4) those students who had excellent skills and became even more accomplished writers.

Perhaps we should dispose of, if that is not too harsh a word, those writers whose skills at entry are so minimal that most of us would be surprised if they were able to complete the course successfully. These students, either because of poor preparation or lack of familiarity with written discourse, appear to have only the loosest grasp of what a sentence consists. They have little confidence in whatever skills they possess, and unfortunately this lack of confidence is usually amply justified. For example, the student of folder #38 has no sense of sentence boundaries, has extreme difficulty in controlling her sentences, and cannot develop a main idea. In fact, she seems to have no idea what a main idea is. Here is the opening paragraph of her paper discussing residential burglaries:

> There are higher burglaries in the residential areas than nonresidential areas in the daytime. Because the majority of people are not at home. They are at work. In nonresidential areas in the daytime burglaries are less because the excess of the people are at work. During business hours there's a lot of public traffic about. The burglar has more of a chance of getting caught during the daytime in a nonresidential area.

She has no organizing skills, nor, as one would expect, any editing or proofreading skills. Even though the instructor appears to have been patient, helpful and encouraging throughout the course, the student continues to have fundamental problems.

Student #38, like many basic writers, has an extremely serious problem with sentence boundaries, where commas often do the work of periods:

> People started to gather around, I was so scared and panicky. I managed to get up, and I started to run, but a pedestrian grabbed me and said, "Little girl are you hurt?" I didn't reply, I just starred at him with my big brown eyes. By this time the man who was driving the car who had hit me got out and came over and asked me if I was hurt also, I started to cry, and more people started to gather around. Someone called the police, and they were there instantly, they began asking questions like my name, address, age, and my moms name.

By exit there is only marginal improvement if any in this student's ability to establish sentence boundaries. As I have suggested earlier, she has a very severe problem in controlling her sentences. In fact, she appears to have only a vague notion of what a sentence is, despite warnings from her instructor that she should pay particular attention to her sentence structure:

> My son Shawn is the best good natured person I know of. Not only does Shawn, which everyone loves. Has the sweetest personality and affectionate behavior toward other people, but has a smile like the sun. Bright and warm. Shawn is ten years old. Rather short for his age. In which he once developed a nick name from his size, "Wee One."

Evidently she has great difficulty in translating her thoughts into prose. This student continues to have trouble in getting her sentences under control at exit.

Not surprisingly, this student also has trouble controlling larger units of written discourse. At entry she has no sense of how to develop main ideas in her papers. In fact, there is nothing that can be called development. Her papers just seem to happen; neither the reader nor the writer knows where she is going. There is no evidence that this student is at all aware that there may be a reader out there, much less anticipate what this reader's needs might be. For instance, the absence of an introduction in her paper on worker attitudes suggests the student's lack of awareness of the reader:

> Ford's medical staff is not organized. Phil, pointed out. Phil had blood poisoning. Which was over looked by the company's medics. The medics had said it was a boil. "They didn't take x-rays. Said Phil." And they sent me back to work". Jim Grayson had no complaints about the medical staff. But he was very concerned about others if they got injured. One guy on the assembly line was hit in the head with a welding gun, he was bleeding. Jim the assembly line, to look after the injured man. But the foreman turned the machines back on because he only cared about the work. Jim thought that was unhuman. Phil stated that. There were hazardous conditions.

Despite repeated encouragement and constructive criticism from her instructor, this student fails to learn any skills in how to develop a paper. Her papers continue to be shapeless and formless. She represents one of the program's few failures. I have spent a great deal of both my time and yours analyzing this student's weaknesses because she illustrates in severe form many of the problems which this program attempts to address: lack of confidence, lack of mastery on the sentence level, failure to develop main ideas, absence of organization, and little or no surface competence.

Fortunately, most of the students in the program have more skills in these areas, and, with patient and understanding instructors, are able to improve. For example, student #23 entered the program with better skills than student #38; however, even with those skills, she only had minimal competency. She has some confidence as a writer at entry. Her entry Fall impromptu reveals a writer who has sentence level competency though these sentences tend to be choppy and repetitive. She is able to develop a narrative though unselectively:

I was living in Kansas City, Mo.,at the time,the incident I am going to write about occured. I had just had my first child, who was six months old, and really desperate for work. I had been going to a lot of places and getting turned down. One day, when I was about to go home, after a long day of filling out applications and being rejected I decided to go apply at Commerce Bank. The only reason I stopped was because it was on the route that I take home. I went into the Personnell office and filled out the application and waited to talk to an interviewer. The interviewer told me about the jobs that were available and asked if any sounded good to me. All the jobs sounded really boring but I lied and told her I would like to try a bookeeping job.

She also has confidence, not entirely misplaced, in her surface competence in spelling, punctuation and syntax. Her punctuation is especially strong. At exit, this student has gained competence, particularly in her ability to organize her papers and incorporating variety and interest in her sentence patterns:

The person who I interviewed is Mrs. Grace Belton, who is also my mother. She is the head librarian at Sumner Community Library. I chose to interview her because I had never asked my mother about her work and felt that this would be a good opportunity to find out what her job consisted of. I also felt that she would be honored that I chose to interview her over someone else. I wrote the interview in paragraph form instead of questions and answers because most of my questions were very open ended and Mrs. Belton ended up talking about a lot of different things when answering one question, so I felt that this form would be more appropriate.

Her sentences in her paper on the Lino Lakes Correctional Facility are crisp and informative:

Lino Lakes opened in 1963 under the name of Metropolitan Training Center. At that time it was a state juvenile reception center and later became a juvenile treatment center for Hennepin, Ramsey, and Anoka Counties. Because of a decline in the juvenile population at the center, in 1978 it was remodeled and changed to its present status.

Her Winter exit impromptu shows her growth in confidence in her increased ability to structure her paper effectively:

Unless you have very small children there is not much a parent can do outside of making suggestions or limiting the time that television can be watched. By the time a child reaches a certain age they have developed habits which are often hard to break, and television is usually one of them. Also, older children often have their own television sets, making it harder for you to monitor their viewing habits.

As I have suggested earlier this writer, unlike student #38, does not have a problem in establishing sentence boundaries. Each boundary is carefully and correctly established and effectively punctuated. However, at entry this student does have some problems with sentence variety. Many of her sentences are choppy and repetitive. For example her initial paragraph on worker attitudes detracts from its overall effectiveness:

> The attitude towards work that came across to me was that both women were tired of what they had been doing for more than twenty years. I don't think that either woman had ever thought about doing anything else. These women started their jobs when women didn't have much awareness of themselves. They took anything they could get and were happy with it. Times may have changed since then and women are looking at themselves more closely. They are not putting up with things they don't like and where they don't feel that they are being treated fairly.

At exit, this problem has been largely overcome. The conclusion of her interview with her mother reads easily and naturally.

> I feel that Mrs. Belton plays a very important part as a role model for black children. They can associate reading and learning with a black person and therefore get more personal meaning from it. Most of the professional people they see are probably white and this may give them the impression that they don't belong in this world. She is very concerned about the education of black children and would probably take more time to see that there needs are taken care of whereas someone else may not even care. I learned a lot about librarians and Mrs. Belton from the interview and feel that we had a very good discussion.

This paragraph also demonstrates the good sentence control she has at the conclusion of the program. This student is also able to develop her main ideas effectively, though her organisation is a little disjointed at times. The development of her paper on welfare dependency is acceptable, for example, but it does make certain unnecessary demands on the reader:

> By law you are required to give the name and location and any other information you may have about the child's father. This can be very disturbing if you have had a bad relationship with the father. In my case I did not want him to know where I was and did not want any contact with him. Almost anything can be of official concern to an agency. (Handler and Hollingsworth, 1971) After going through this process you are sent to see someone else who will determine if you are eligible and if so the amount of your need.

Generally, however, this student is quite sensitive to her reader and skillfully anticipates any questions the reader may have about the topic. The third paragraph of her research paper is a representative sample of how she makes the reader's job easy:

> I will be discussing the AFDC program, which stands for Aid to Dependent Children, because it is the section of welfare that I am affiliated with, and is also the largest cash public assistance program. The AFDC program is the most controversial symbol of what is wrong with welfare in America. (Handler and Hollingsworth, 1971) This program deals with the female headed household in poverty which will continue to be a problem because employment prospects are low and the cost of training is high for this group.

There appears to be growth in this area as the student develops confidence in herself as a writer. Her paragraphs become full--sometimes too full--of information in order to satisfy a reader's needs. In conclusion, this student has profited from her instruction and at exit has the writing skills necessary to tackle college work.

There are also a number of students in the program who already have the minimum writing skill for college, but who are able to sharpen those skills during the course of instruction. Perhaps a majority of the students in this program fall within this category. A representative student who fits this criteria is student #7. She has good confidence as evidenced in her Fall entry impromptu:

> The ice has been broken! I am now in my first class as a University student. It doesn't seem so very long ago that I spent my days working as an underpayed, overworked and very unhappy government employee. In fact I cringe at the thought of the office, "my office" and the stress of not being a person of worth.

She develops increasing confidence in her succeeding impromptus. This confidence, I think, can be demonstrated in the increasing lengths of her impromptus, particulary her exit Winter impromptu, and in the increasing complexity of her sentence structure. This increasing complexity can also be seen in her Winter exit impromptu:

> What is a parent to do when it comes to watching television? I do want my daughter to benefit from watching "Sesame Street," "Mr. Rogers," and "Electric Company," and I would also like her to enjoy "The Muppet Show," and "Little House on the Prairie" and other specials for children; on the other hand, the non-stop commercials that advertise non-essential junk food and toys luring children into a fantacy world parents can hardly cope with along side of vivid sexual overtones makes me wonder whether

> the advantages gained by an hour of "Little House on the Prairie" is worth it. Violence is also viewed by my daughter in shows supposedly geared for children like the "Muppet Show" and especially cartoon specials.

This student's confidence is also reflected in the writer's openness and honesty in all her work.

As might be expected, this writer, at entry, has an effective mastery of sentence boundaries. Both her impromptus and her writing outside of class reveal few if any problems in establishing sentence boundaries. This writer also exhibits good sentence control and variety at entry. Her sentence structure is generally crisp and sharp. Her paper discussing her transition from working mother to student mother illustrates her skillfully handling a wide variety of sentence structures:

> Changing gears from being a mother, to working mother, to student mother is not an easy transition. Being an organized mother is even more difficult to achieve. I think many women quit either a job that they wanted to be working at or gave up the dream of an education because they just couldn't manage to do all that was required of them. If they had organized themselves and their time wisely I am sure there would be more success stories to tell. I am coming to grips with the fact that I too must become one of the organized women of the world or go down in history as a failure and a drop out. I found out this quarter in school that if I don't get organized soon I might just have a nervous breakdown. I don't have time for that either, so I just better get myself going and organize my life.

There is some unevenness in this ability, but when the writer has confidence in what she is writing about, she does an excellent job.

This student is also able to develop her main ideas in both her impromptus and in her out of class papers. Her paper concerning worker's attitudes toward their jobs illustrates this point:

> Grace said that hard working poor farmers and factory workers were looked down upon by many people. I found that in my job as a clerk in a hospital clinic I felt like I was looked down on by the "professional" staff. I see too where Dolores felt that some of her customers thought she was just a waitress, like a waitress is a nobody with no feelings or needs. In our society we do unfortunately have stigmas attached to jobs, positions, careers, life styles and race and sex too. No matter who you are there are people looking down or up to you.

Though the writer develops her ideas a little raggedly at times, she normally is sensitive to questions the reader may have about her topic, and her transitions between paragraphs are effectively handles. This student is also able to strengthen her organising patterns when moving from drafts to her final copy. Overall, particularly in 1421, this student gains increasing mastery of sentence level skills and in her ability to develop main ideas clearly and effectively.

In conclusion, it is difficult to measure whether a student is writing more effectively after many hours of careful and constructive instruction, but not impossible. My experience has been and I am sure yours too, if you are a composition teacher, that even inexperienced readers and writers usually intuitively recognise good writing. And the criteria which were established for evaluating the student folders in this program I think are valid. We, as composition instructors--presumably that is what we get paid for--can measure a student's confidence, his or her sentence mastery, development of main ideas, organisation and surface competence. Using these criteria, I think a majority of the students in the program did learn to write more cogently and persuasively. They gained confidence in their newly acquired skills or sharpened old perhaps neglected skills, putting new edges to old weapons or unsheathing bright new swords. There is a great deal of evidence, some of which I have quoted in perhaps too large swatches, that these students have learned to eliminate excess verbiage, to construct serviceable if not elegant arguments, to move from gerrybuilt papers for more functional ones, and to have achieved some measure of surface competence. In short, most of the students in the program have acquired at least those rudimentary skills and habits to survive within the thicket of themes, term papers, essay questions, and research papers which comprise college life.

TRIO/Special Services Program: Program Development, Course and Administrative Evaluation

Sherry Read
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August, 1981

Abstract

A sampling of course/instructor evaluations and an evaluation of the TRIO/Special Services Director are presented.

Introduction

At the close of each quarter, the instructors of TRIO classes and Survival Seminars conducted student opinion surveys regarding course content, presentation, and overall effectiveness. While the questionnaires were designed by the individual instructors, each was primarily comprised of questions prepared by the University of Minnesota Measurement Services Center. At the minimum, these surveys contained questions which roughly correspond to the following:

a.) How much have you learned in this course thus far?

b.) All things considered, how would you rate this instructor's teaching in this course?

c.) All things considered, how would you rate this course?

However, a summary of these items is not possible because the wording of the questions varies from course to course.

In addition, a separate evaluation of Tom Skovholt, the Director of the TRIO Program, was conducted. A sampling of course evaluations and this administrative evaluation are presented here.

Student Opinion Survey

Course:	GC 1405, 1421, Writing Labs, Personal Writing
Instructor:	Terry Collins
Quarter:	Fall, 1980
Number of Students Responding:	32

1. How would you rate the overall teaching ability of this instructor?

$\underline{N}$ = 30 range = 4-7
$\overline{X}$ = 5.8 median = 6
SD = 1.0 mode = 6

Scale used: 1 = very poor 4 = good 7 = superb
2 = poor 5 = very good
3 = fair 6 = very, very good

2. How much have you learned as a result of this course?

$\underline{N}$ = 30 range = 3-7
$\overline{X}$ = 5.4 median = 5
SD = 1.2 mode = 5, 7

Scale used: 1 = very little 4 = much 7 = tremendous amount
2 = little 5 = very much
3 = some 6 = very very much

Scale used on items 3-14:

1 = strongly disagree 4 = slightly agree 7 = most strongly agree
2 = moderately disagree 5 = moderately agree
3 = slightly disagree 6 = strongly agree

3. The instructor clearly presents the subject matter.

$\underline{N}$ = 32 range = 5-7
$\overline{X}$ = 6.2 median = 6
SD = .7 mode = 6

4. I have achieved a fundamental grasp of what the course material is about.

$\underline{N}$ = 32 range = 5-7
$\overline{X}$ = 6.2 median = 6
SD = .7 mode = 6

5. The instructor seems well prepared for the class.

$\underline{N}$ = 32 range = 5-7
$\overline{X}$ = 6.4 median = 6.5
SD = .7 mode = 7

6. The instructor is approachable.

$\underline{N}$ = 32 range = 4-7
$\overline{X}$ = 6.5 median = 7
SD = .8 mode = 7

Scale:

1 = strongly disagree
2 = moderately disagree
3 = slightly disagree
4 = slightly agree
5 = moderately agree
6 = strongly agree
7 = most strongly agree

7. The instructor clearly defines student responsibilities in the course.

$\underline{N}$ = 32
$\overline{X}$ = 6.6
SD = .6
range = 5-7
median = 7
mode = 7

8. The instructor gives the impression of respecting students as persons.

$\underline{N}$ = 31
$\overline{X}$ = 6.5
SD = .8
range = 4-7
median = 7
mode = 7

9. The instructor provides enough criticism of my work.

$\underline{N}$ = 32
$\overline{X}$ = 6.5
SD = .7
range = 5-7
median = 7
mode = 7

10. The instructor provides good criticism of work.

$\underline{N}$ = 32
$\overline{X}$ = 6.3
SD = 1.0
range = 3-7
median = 6.5
mode = 7

11. The instructor gives encouragement to me as a student.

$\underline{N}$ = 32
$\overline{X}$ = 6.3
SD = .9
range = 4-7
median = 7
mode = 7

12. The assignments seem carefully graded.

$\underline{N}$ = 32
$\overline{X}$ = 6.2
SD = 1.0
range = 4-7
median = 7
mode = 7

13. The procedures for determining grades were appropriate.

$\underline{N}$ = 31
$\overline{X}$ = 6.3
SD = .7
range = 5-7
median = 6
mode = 7

14. I can write more effectively as a result of this course.

$\underline{N}$ = 31
$\overline{X}$ = 6.2
SD = .9
range = 4-7
median = 6
mode = 7

Student Opinion Survey

Course: GC 1421, Section 1, Writing Lab, Personal Writing
Instructor: Terry Collins
Quarter: Winter, 1981
Number of Students Responding: 32

The first question uses the following 5-point scale:

1	2	3	4	5
little	some	much	very much	exceptional amount

		Median	Mean	SD
1.	How much have you learned in this course thus far?	4.08	4.05	0.77

Questions 2 and 3 use the following 5-point scale:

1 = unsatisfactory
2 = marginal
3 = fairly good
4 = very good
5 = excellent

2.	All things considered, how would you rate this instructor's teaching in this course?	4.35	4.30	0.74
3.	All things considered, how would you rate this course?	4.37	4.29	0.73

And the last 12 questions use the following 7-point scale:

1 = strongly disagree
2 = moderately disagree
3 = slightly disagree
4 = slightly agree
5 = moderately agree
6 = strongly agree
7 = most strongly agree

4.	The instructor presents the subject matter clearly.	6.24	6.16	0.87
5.	I have achieved a fundamental grasp of what the course material is about.	6.07	6.08	0.68
6.	The instructor seems well prepared for the class.	6.84	6.68	0.63
7.	The instructor is approachable.	6.76	6.57	0.69
8.	The instructor clearly defines student responsibilities in the course.	6.70	6.57	0.60
9.	The instructor gives the impression of respecting students as persons.	6.70	6.43	0.83
10.	The instructor provides enough criticism of my work.	6.57	6.35	0.98

Scale:

1 = strongly disagree
2 = moderately disagree
3 = slightly disagree
4 = slightly agree
5 = moderately agree
6 = strongly agree
7 = most strongly agree

		Median	Mean	SD
11.	The instructor provides good criticism of my work.	6.62	6.46	0.69
12.	The instructor gives encouragement to me as a student.	6.70	6.41	0.86
13.	The assignments seem carefully graded.	6.53	6.35	0.75
14.	The procedures for determining grades were appropriate for this course.	6.25	6.16	0.83
15.	I can write more effectively as a result of this course.	6.36	6.22	0.82

Student Opinion Survey

Course:	GC 1371, Section 1, Short Stories
Instructor:	Terry Collins
Quarter:	Winter, 1981
Number of Students Responding:	17

The first 12 questions use the following 5-point scale:

1	2	3	4	5
Unsatis-factory	marginal	fairly good	very good	excellent

		Median	Mean	SD
1.	Instructor's clarity in presenting or discussing course material.	4.65	4.53	0.62
2.	Instructor's rapport with you as a student.	4.65	4.41	0.87
3.	Instructor's success in getting you interested or involved.	4.35	4.41	0.51
4.	Instructor's success in getting you to think.	4.65	4.59	0.51
5.	Instructor's attention to what helps you learn best.	4.44	4.41	0.62
6.	Helpfulness of feedback given you about your performance.	4.29	4.24	0.75
7.	Overall quality of exams and quizzes.	4.44	4.35	0.79
8.	Overall quality of text(s) and handouts.	4.43	4.29	0.85
9.	All things considered, how would you rate this instructor's teaching in this course?	4.85	4.71	0.59
10.	All things considered, how would you rate this course?	4.56	4.47	0.62
11.	How would you rate your own ability, prior to the course, to deal with the subject matter of this course?	3.05	3.00	0.79
12.	How would you rate your own motivation to do as well as you could in this course?	3.96	3.94	0.56

Question 13 uses the following 5-point scale:

1	2	3	4	5
All A's	A's and B's	Mostly B's	B's and C's	C's/Lower

13.	What have your typical grades been in recent college courses?	2.57	2.65	0.93

Question 14 uses the following 5-point scale:

1	2	3	4	5
Little	some	much	very much	exceptional amount

14.	How much have you learned in this course thus far?	4.37	4.31	0.79

STUDENT OPINION QUESTIONNAIRE RESULTS

Instructor: Cindy Marsh
Course: GC 1502, Career Planning
Quarter: Winter 1981
Number of Students Responding: 9

Goals for Registering in 1502	Number Indicating Each Goal
1) Learn more about my career interests	6
2) Learn more about my skills and abilities	5
3) Learn more about my occupational needs and values	4
4) Learn more about my personality	5
5) Learn more about career possibilities open to me	4
6) Gather and use occupational information	3
7) Make a decision about my education	3
8) Make a specific career choice	3
9) Other	0

As a Result of Taking the GC 1502 Career Planning Course	Number Responding		
	Unchanged	Improved	Much Improved
1) My understanding of my work-related skills and abilities is ... ($\bar{x}$ - 2.64)		3	6
2) My understanding of my work-related needs is ... ($\bar{x}$ = 2.44)		5	4
3) My understanding of my career interests is ... ($\bar{x}$ = 2.44)		5	4
4) My understanding of my personality is ... ($\bar{x}$ = 2.44)	1	3	5
5) My ability to gather and use occupational information is ... ($\bar{x}$ = 2.7)		2	7
6) My awareness of career possibilities open to me is ... ($\bar{x}$ = 2.55)	1	2	6
7) My ability to make career plans and carry them out is ... ($\bar{x}$ = 2.33		6	3
8) My confidence that I can take steps to improve my career plan ... ($\bar{x}$ = 2.44)		5	4

My satisfaction with GC 1502 Career Planning Course is such that:

1)	I would recommend the 1502 course to others.	N = 9 9 yes
2)	I would return to the counseling office if I need more help.	N = 9 9 yes
3)	I would ask to see the 1502 instructor if I need more help.	N = 9 9 yes

Overall my GC 1502 Career Planning experience was:

N = 9
8 = very helpful
1 = somewhat helpful

Student Opinion Survey Results

Instructor:	Penny Chally
Course:	GC 1138 Biological Science: Concepts of College Science
Quarter:	Winter 1981
Number of Students Responding:	15

I. How much have you learned in this course thus far?

1	2	3	4	5
little	some	much	very much	an exceptional amount

n = 15
$\bar{x}$ = 3.46

mode = 3,4
median = 4

range = 2 - 5

II. All things considered, how would you rate this instructor's teaching in this course?

1	2	3	4	5
unsatisfactory	marginal	fairly good	very good	excellent

n = 15
$\bar{x}$ = 3.66
range = 3 - 5

mode = 4
median = 4

III. All things considered, how would you rate this course?

1	2	3	4	5
unsatisfactory	marginal	fairly good	very good	excellent

n = 15
$\bar{x}$ = 3.6
range = 3 - 5

mode = 3
median = 3

Student Opinion Survey

Course: GC 1284-1, Behavioral Problems of Children
Instructor: Geri Carter
Quarter: Winter, 1981
Number of Students Responding: 26

Questions 1 through 5 use the following 7-point scale:

1	2	3	4	5	6	7
strongly disagree	moderately disagree	slightly disagree	slightly agree	moderately agree	strongly agree	most strongly agree

	Mean	SD
1. The instructor presents the subject matter clearly.	5.96	.87
2. Adequate feedback about my performance on tests was readily available.	5.88	1.30
3. I have achieved a fundamental grasp of what the course material is about.	6.04	.96
4. I have become more interested in the material of this course.	5.81	1.23
5. The readings are meaningful.	5.15	1.26

Question 6 uses the following 7-point scale:

1	2	3	4	5	6	7
very poor	poor	fair	good	very good	very,very good	superb

6. How would you rate this instructor's overall teaching?	5.72	1.12

Question 7 uses the following 7-point scale:

1	2	3	4	5	6	7
very little	little	some	much	very much	very,very much	a tremendous amount

7. How much have you learned as a result of this course?	5.78	1.20

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Student Opinion Survey

Course: GC 1704-4, Survival Seminar III
Instructor Nancy Felland
Quarter: Spring, 1981
Number of Students Responding: 7

The following question uses this 5-point scale:

1 = little 3 = much 5 = exceptional amount
2 = some 4 = very much

1. How much have you learned from this course thus far?

$\underline{N}$ = 7 range = 3-5
$\overline{X}$ = 4.14 median = 4.12
SD = .69 mode = 4

The following two questions use this 5-point scale:

1 = unsatisfactory 3 = fairly good 5 = excellent
2 = marginal 4 = very good

2. All things considered, how would you rate this instructor's teaching in this course?

$\underline{N}$ = 7 range = 4-5
$\overline{X}$ = 4.86 median = 4.92
SD = .38 mode = 5

3. All things considered, how would you rate this course?

$\underline{N}$ = 7 range = 4-5
$\overline{X}$ = 4.57 median = 4.62
SD = .53 mode = 5

Student Opinion Survey

Course: GC 1701-2, Psychology of Personal Effectiveness
Instructor: Geri Carter
Quarter: Spring, 1981
Number of Students Responding: 9

The first question uses the following 7-point scale:

1	2	3	4	5	6	7
very poor	poor	fair	good	very good	very,very good	superb

1. How would you rate this instructor's overall teaching?

mean = 5.67 SD = 1.12

The second question uses the following 7-point scale:

1	2	3	4	5	6	7
very little	little	some	much	very much	very,very much	a tremendous amount

2. How much have you learned as a result of this course?

mean = 5.78 SD = 1.20

Questions 3-7 use the following 7-point scale:

1	2	3	4	5	6	7
disagree strongly	disagree moderately	disagree slightly	agree slightly	agree moderately	agree strongly	agree most strongly

3. The instructor presents the subject matter clearly.

mean = 6.33 SD = .71

4. Adequate feedback about my performance on tests was readily available.

mean = 6.78 SD = .44

5. I have achieved a fundamental grasp of what the course material is about.

mean = 6.44 SD = 53

6. I have become more interested in the material of this course.

mean = 6.11 SD = .93

7. The readings are meaningful.

mean = 6.22 SD = .67

STUDENT OPINION QUESTIONNAIRE RESULTS

Instructor:	Geraldine Carter
Course:	GC 1708, Human Diversity in the World of Work
Quarter:	Fall 1980
Number of Students Responding:	14

1. How would you rate this instructor's OVERALL TEACHING?

very poor	poor	fair	good	very good	very very good	superb
1	2	3	4	5	6	7

Mean = 5.64 Minimum = 3
Median = 6 Maximum = 7
Mode = 6 Standard Deviation = 1.22

2. How much have you LEARNED as a result of this course?

very little	little	some	much	very much	very very much	a tremendous amount
1	2	3	4	5	6	7

Mean = 4.71 Minimum = 3
Median = 5 Maximum = 7
Mode = 5 Standard Deviation = 1.14

Items 3 - 9, use the scale given below:

Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly	Agree Most Strongly
1	2	3	4	5	6	7

3. The instructor presents the subject matter clearly.

Mean = 5.86 Minimum = 4
Median = 6 Maximum = 7
Mode = 6 Standard Deviation = .95

4. Adequate feedback about my performance on tests was readily available.

Mean = 5.50 Minimum = 1
Median = 6 Maximum = 7
Mode = 6 Standard Deviation = 1.56

5. I have achieved a fundamental grasp of what the course material is about.

Mean = 5.42 Minimum = 4
Median = 6 Maximum = 7
Mode = 6 Standard Deviation = .98

Disagree Strongly	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Strongly	Agree Most Strongly
1	2	3	4	5	6	7

6. I have become more interested in the material of this course.

Mean	= 5.21	Minimum	= 4
Median	= 5	Maximum	= 7
Mode	= 5	Standard Deviation	= .89

7. The readings are meaningful.

Mean	= 4.78	Minimum	= 3
Median	= 5	Maximum	= 7
Mode	= 5	Standard Deviation	= 1.15

8. The interview with a woman/minority was valuable.

Mean	= 6.36	Minimum	= 3
Median	= 7	Maximum	= 7
Mode	= 7	Standard Deviation	= 1.08

9. The paper on a related topic of my choice was meaningful.

Mean	= 6.36	Minimum	= 5
Median	= 6.5	Maximum	= 7
Mode	= 7	Standard Deviation	= .74

Overall Rating:

Mean	= 5.6	Minimum	= 1
Median	= 6	Maximum	= 7
Mode	= 6	Standard Deviation	= 1.21

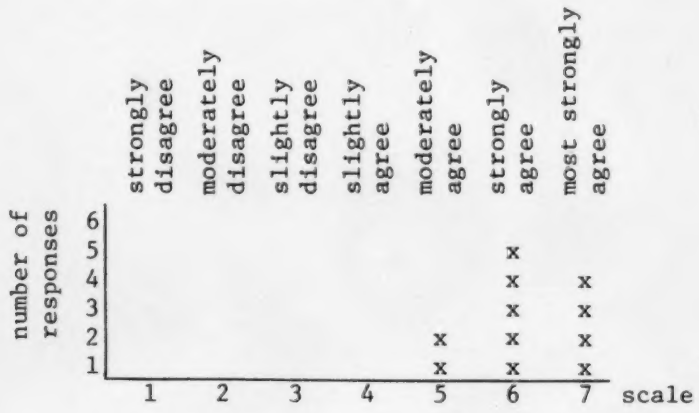
ADMINISTRATIVE PERFORMANCE SCALE

This report displays the results of an evaluation of the performance of Tom Skovholt in his position as Director of The General College TRIO Program from September, 1980, to April, 1981. Eleven of the 14 people polled, or 78%, responded.

Results:

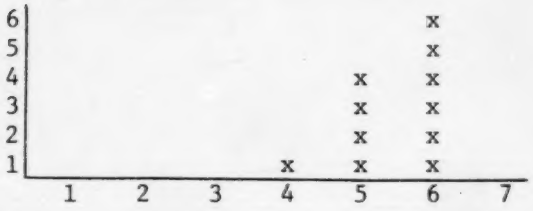
1. The administrator has developed a cooperative and spirited working group

   total number of responses = 11
   mean = 6.2



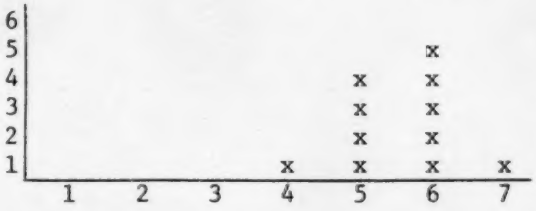
2. Expectations of staff and their specific responsibilities are clear

   total number of responses = 11
   mean = 5.5



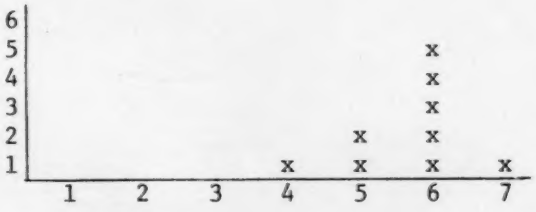
3. Adequate feedback is provided to staff members concerning their performance

   total number of responses = 11
   mean = 5.5



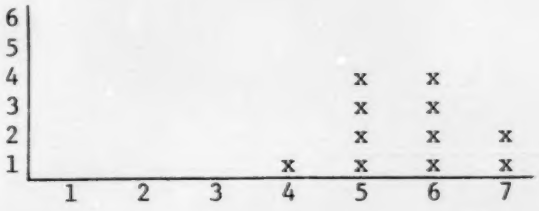
4. The administrator insures that the program complies with federal regulations for special services programs

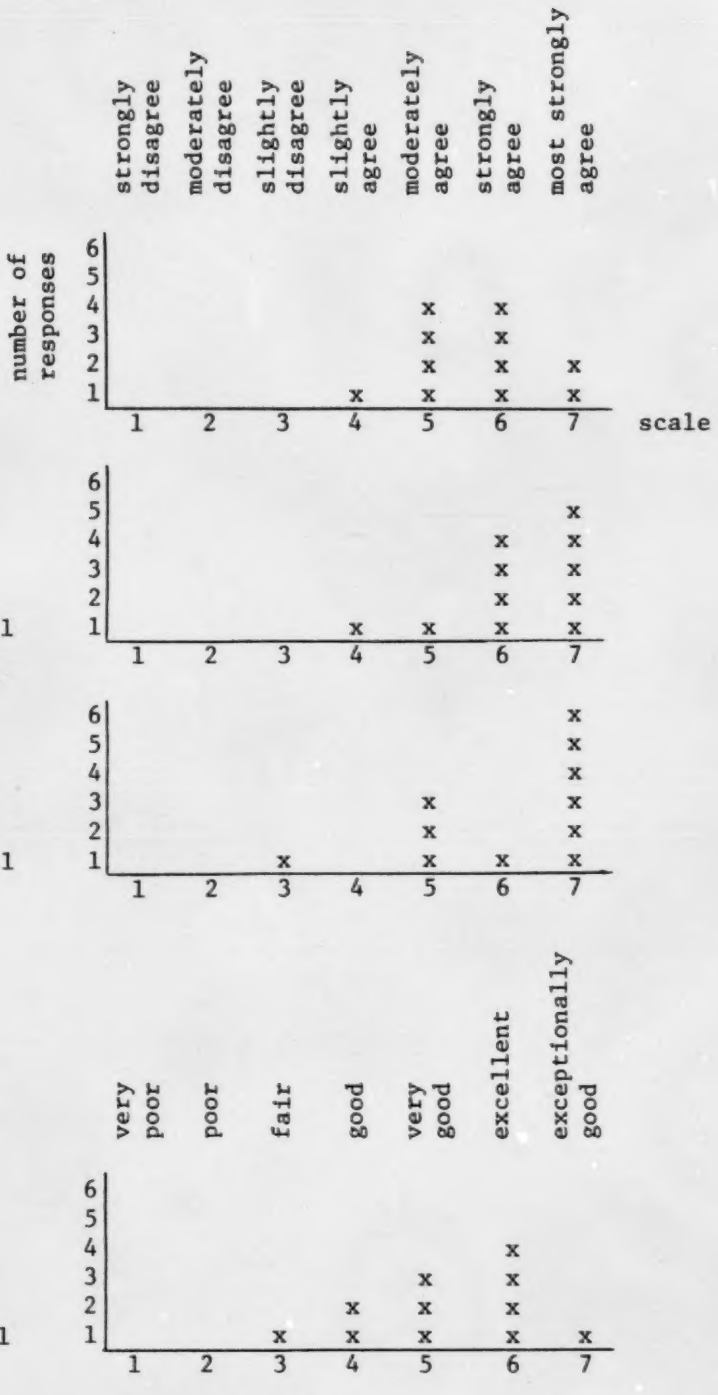
   total number of responses = 9
   mean = 5.7



5. The administrator has adequate organizational skills

   total number of responses = 11
   mean = 5.6





6. The administrator is accessible to staff

   total number of responses = 11

   mean = 5.8

7. The administrator is sensitive to the individual needs of staff members

   total number of responses = 11
   mean = 6.2

8. Appropriate power is given to staff members to enable them to meet their responsibilities

   total number of responses = 11
   mean = 6.0

Scale used on item number 9:

9. How would you rate the overall administrative ability of this individual?

   total number of responses = 11
   mean = 5.2

The following comments were solicited through the use of a blank left for written comments on administrative strengths and weaknesses. All comments received are listed here.

Administrative strengths

-affability
-faculty - leadership without infringement on autonomy
-Tom is a very good administrator for this project because he is sensitive to not only staff but student needs
-organizational and interpersonal skills, effective presentation of program to "outsiders"
-sensitivity, good-humor, reasonableness
-gentle-firmness
-sensitive to feelings, needs and jobs of others on staff, willing to modify plans and accommodate to expressed needs and to adjust to problems as they come up, flexible, sensitive, pleasant, not your "typical administrator" but I don't consider it a weakness
-worked with Tom only one quarter, but enjoyed both him and TRIO program. He is easy to talk to, seems to hand and hold things together well, but teaching only one quarter does not give me a lot of time to observe.

Administrative weaknesses

-none apparent
-he is very busy and is hard to reach
-lack of experience with budgetary matters and bureaucratic procedures, but he's learning to deal effectively with this problem
-doesn't seem to want to delegate tasks (likes to do things himself), has too much going on, hard to reach
-gentle-firmness

TRIO/Special Services Program

Summer Institute

Sherry Read

University of Minnesota

General College

October, 1981

Abstract

The University of Minnesota Summer Institute provides services for incoming freshmen to help sharpen basic academic skills and assist them in becoming acquainted with the university campus. During the summer of 1981, 122 students participated in this program. Student demographic characteristics are presented. A more extensive evaluation of these students will be completed in late 1982.

Introduction

The University of Minnesota Summer Institute is a six week program designed to help low-income minority students bridge the gap between high school or junior college and university life. This program is a cooperative effort between the Office of Minority and Special Student Affairs (OMSSA), the College of Liberal Arts (CLA), the University Summer Session, General College, and the TRIO/Special Services Program. The Summer Institute provides new students with a head start in college prior to fall quarter, where they may sharpen their basic academic skills and familiarize themselves with the university campus and its inner workings. All of the courses are taken for college credit.

1981 Student Demographics

During the Summer of 1981, one hundred and twenty-two students participated in the Summer Institute. All of the students met the federal low income criteria. Sixty percent were male and forty percent female. The ethnic composition of the students was as follows:

Ethnic Group	Number	% of Total
Asian American	60	49%
Black	31	25%
Hispanic	22	18%
American Indian	9	7%
White	0	0%
Total	122	100%

Of the one hundred and twenty-two students, one hundred and two (84%) were educational-deprived, two were physically handicapped (2%), fifty have limited English speaking ability (41%), and two were veterans (2%).

An extensive evaluation of this program and student progress during the 1981-1982 academic year is being conducted by Bob Etcioni of the Office of Minority and Special Student affairs. The evaluation results will be available through him in late 1982.

Appendix I

GENERAL COLLEGE
UNIVERSITY OF MINNESOTA

A_1

GENERAL COLLEGE STUDENT SURVEY

Please complete all questions on this survey. The information requested in this survey will be used by the General College faculty to assist in providing better services and developing programs to meet your needs. Please CIRCLE one answer for each question except when requested to do otherwise.

NAME:_____ AGE:_____ I.D. #_____

1. Sex: (1) Female (2) Male

2. Ethnic Background:

   (1) American Indian
   (2) Asian American
   (3) Black-non-Hispanic origin
   (4) Hispanic
   (5) Vietnamese
   (6) Caucasian-non-Hispanic origin
   (7) Other (please specify)_____

3. Will you be receiving financial aid to attend college? (1) Yes (2) No

4. Do you plan to work while attending college?

   (1) No
   (2) Yes, 1-10 hours/week
   (3) Yes, 11-20 hours/week
   (4) Yes, 21-35 hours/week
   (5) Yes, 36 or more hours/week
   (6) Not sure

5. Do you plan to transfer from General College?

   (1) No
   (2) Yes, to another college within the University
   (3) Yes, to another college outside of the University
   (4) Not sure

6. What is the highest grade level you completed before enrolling in General College?

   (1) 8th grade or less
   (2) Some high school
   (3) High school graduation
   (4) G.E.D. diploma
   (5) One year or less of college
   (6) Two years or more of college
   (7) Other (please specify)_____

7. How many years has it been since you last attended any school?

   (1) Less than 1 year
   (2) 1-2 years
   (3) 3-5 years
   (4) 6-10 years
   (5) More than 10 years

8. What is the highest academic degree you wish to obtain?

   (1) None
   (2) Certificate (less than Associate degree)
   (3) Associates degree
   (4) Bachelors degree
   (5) Masters degree
   (6) Doctorate degree

9. How well prepared do you feel in the following areas? (mark one in each row)

	Very Well	Fairly Well	Not Well
Mathematical skills			
Writing skills			
Reading skills			
Study skills (notetaking, text reading, outlining)			
Musical and artistic skills			
Library and research skills			
Time management skills			
Science			
History, social sciences			
Art, music, literature appreciation			
Decision-making skills			
Career & college major plans			

10. In which of the following areas would counseling be helpful to you? (mark all that apply)

(1) Financial
(2) Family
(3) Study skills
(4) Career & educational planning
(5) Making friends
(6) Marriage or couples
(7) General stress reduction
(8) Chemical dependency (drugs or alcohol)
(9) Test or speech anxiety
(10) Other (please specify)_____

11. What are you planning to major in?

(1) Undecided
(2) Business
(3) Humanities (e.g., literature, philosophy, art, etc.)
(4) Social science (e.g., psychology, sociology, history, etc.)
(5) Math or science (e.g., engineering, math, biology, computer systems, physics, agriculture, chemistry, etc.)
(6) Medical science (e.g., nursing, dental hygiene, occupational or physical therapy, etc.)
(7) Education (e.g., elementary, secondary, physical education, etc.)
(8) Other (please specify)_____

12. What is the highest educational level of your parents? (mark one in each column)

	Mother	Father
8th grade or less		
Some high school		
High school graduate or equivalent		
Some college		
Post high school vocational training or certificate		
Bachelors degree		
Masters degree		
Doctorate degree		

13. Do you have a physical, emotional or learning disability?

Yes (specify)_____ No_____

What services do you need because of your disability?

(Specify)_____

GENERAL COLLEGE
UNIVERSITY OF MINNESOTA

A 2

GENERAL COLLEGE STUDENT POST-SURVEY

Please complete all questions on this survey. The information requested in this survey will be used by the General College faculty to assist in providing better services and developing programs to meet your needs. Please CIRCLE one answer for each question except when requested to do otherwise.

NAME:_____ AGE:_____ I.D. #_____

1. Sex: (1) Female (2) Male

2. Ethnic Background:
   (1) American Indian
   (2) Asian American
   (3) Black-non-Hispanic origin
   (4) Hispanic
   (5) Vietnamese
   (6) Caucasian-non-Hispanic origin
   (7) Other (please specify)_____

3. Did you receive financial aid to attend college?
   (1) Yes (2) No

4. Did you work while attending college?
   (1) No
   (2) Yes, 1-10 hours/week
   (3) Yes, 11-20 hours/week
   (4) Yes, 21-35 hours/week
   (5) Yes, 36 or more hours/week
   (6) Not sure

5. Do you plan to transfer from General College?
   (1) No
   (2) Yes, to another college within the University
   (3) Yes, to another college outside of the University
   (4) Not sure

6. What is the highest grade level you completed before enrolling in General College?
   (1) 8th grade or less
   (2) Some high school
   (3) High school graduation
   (4) G.E.D. diploma
   (5) One year or less of college
   (6) Two years or more of college
   (7) Other (please specify)_____

7. How many years has it been since you last attended any school?
   (1) Less than 1 year
   (2) 1-2 years
   (3) 3-5 years
   (4) 6-10 years
   (5) More than 10 years

8. What is the highest academic degree you wish to obtain?
   (1) None
   (2) Certificate (less than Associate degree)
   (3) Associates degree
   (4) Bachelors degree
   (5) Masters degree
   (6) Doctorate degree

9. How well prepared do you feel in the following areas? (mark one in each row)

	Very Well	Fairly Well	Not Well
Mathematical skills			
Writing skills			
Reading skills			
Study skills (notetaking, text reading, outlining)			
Musical and artistic skills			
Library and research skills			
Time management skills			
Science			
History, social sciences			
Art, music, literature appreciation			
Decision-making skills			
Career & college major plans			

10. In which of the following areas have you used GC counseling services to help you? (mark all that apply)

(1) Financial
(2) Family
(3) Study skills
(4) Career & educational planning
(5) Making friends
(6) Marriage or couples
(7) General stress reduction
(8) Chemical dependency (drugs or alcohol)
(9) Test or speech anxiety
(10) Other (please specify)_____

11. What are you planning to major in?

(1) Undecided
(2) Business
(3) Humanities (e.g., literature, philosophy, art, etc.)
(4) Social science (e.g., psychology, sociology, history, etc.)
(5) Math or science (e.g., engineering, math, biology, computer systems, physics, agriculture, chemistry, etc.)
(6) Medical science (e.g., nursing, dental hygiene, occupational or physical therapy, etc.)
(7) Education (e.g., elementary, secondary, physical education, etc.)
(8) Other (please specify)_____

12. What is the highest educational level of your parents? (mark one in each column)

	Mother	Father
8th grade or less		
Some high school		
High school graduate or equivalent		
Some college		
Post high school vocational training or certificate		
Bachelors degree		
Masters degree		
Doctorate degree		

13. Do you have a physical, emotional or learning disability?

Yes (specify)_____ No____

What services do you need because of your disability?

(Specify)_____

ATTITUDE INVENTORY*

This inventory includes questions concerning the way you view yourself and others. There are no right or wrong answers. Please answer each question as quickly and honestly as possible.

Instructions: For each question, circle a number which indicates how you would have answered the question last September (on the left) and how you feel now (on the right). For some items, you may answer the same way now as you did last September, on others there may be a difference. Remember, there are no right or wrong answers.

Student I.D. Number _ _ _ _ _ _ _ _

Student Name _
(Last name)

Last September (circle one for each question)						Now (circle one for each question)				
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	1. How often do you have the feeling there is nothing you can do well?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often	2. How often do you feel that you have hand-led yourself well at a social gathering?	1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	3. How often do you worry about whether other people like to be with you?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	4. How often do you feel self-conscious?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 very un-confi-dent	2 fairly uncon-fident	3 some-times	4 fairly confi-dent	5 very confi-dent	5. How confident do you feel that some day the people you know will look up to you and respect you?	1 very un-confi-dent	2 fairly uncon-fident	3 some-times	4 fairly confi-dent	5 very confident
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	6. Do you ever feel so discouraged with your-self that you wonder whether anything is worthwhile?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never

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Last September (circle one for each question)						Now (circle one for each question)				
1 very unconfident	2 fairly unconfident	3 sometimes	4 fairly confident	5 very confident	7. In general, how confident do you feel about your abilities?	1 very unconfident	2 fairly unconfident	3 sometimes	4 fairly confident	5 very confident
1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never	8. Do you ever think that you are a worthless individual?	1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never
1 practically never	2 once in a great while	3 sometimes	4 fairly often	5 very often	9. How often do you have the feeling that you can do everything well?	1 practically never	2 once in a great while	3 sometimes	4 fairly often	5 very often
1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never	10. How often are you troubled with shyness?	1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never
1 very uncomfortable	2 fairly uncomfortable	3 average	4 fairly comfortable	5 very comfortable	11. How comfortable are you when starting a conversation with people whom you don't know?	1 very uncomfortable	2 fairly uncomfortable	3 average	4 fairly comfortable	5 very comfortable
1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure	12. How sure of yourself do you feel when among strangers?	1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure
1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure	13. When you speak in a class discussion, how sure of yourself do you feel?	1 very unsure	2 fairly unsure	3 average	4 fairly sure	5 very sure
1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never	14. How often do you feel inferior to most of the people you know?	1 very often	2 fairly often	3 sometimes	4 once in a great while	5 practically never

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Last September (circle one for each question)						Now (circle one for each question)				
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	15. How often do you feel self-conscious?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 very afraid	2 fairly afraid	3 aver-age	4 fairly una-fraid	5 very una-fraid	16. When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?	1 very afraid	2 fairly afraid	3 aver-age	4 fairly una-fraid	5 very una-fraid
1 very dis-pleased	2 fairly dis-pleased	3 aver-age	4 fairly pleased	5 very pleased	17. When you talk in front of a class or a group of people your own age, how pleased are you with your performance?	1 very dis-pleased	2 fairly dis-pleased	3 aver-age	4 fairly pleased	5 very pleased
1 very often	2 fairly often	3 some times	4 once in a great while	5 practi-cally never	18. How often do you feel that you dislike yourself?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never	19. How much do you worry about how well you get along with others?	1 very often	2 fairly often	3 some-times	4 once in a great while	5 practi-cally never
1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often	20. How often do you feel that you are a successful person?	1 practi-cally never	2 once in a great while	3 some-times	4 fairly often	5 very often

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ACADEMIC MOTIVATIONS INVENTORY

This questionnaire asks about your motivations in school — what you like or dislike about school, what you want out of school, and what interferes with getting it. The information you provide should help this school serve you and other students better. Please give the background information requested on this page. Then, use the scale on the next pages to indicate how well each statement describes what you think, feel, or experience.

Name_____ Identification Number_____ Date_____

In what course are you filling out this questionnaire?_____

Your major_____ or most probable major_____

Age_____

Sex
____ (1) F
____ (2) M

Class
____ (1) FR
____ (2) SO
____ (3) JR
____ (4) SR
____ (5) Grad
____ (6) Other

Approximate Grade-Point Average
____ (1) 4.0-3.6
____ (2) 3.5-3.1
____ (3) 3.0-2.6
____ (4) 2.5-2.1
____ (5) 2.0-0

How satisfied do you feel with school?
____ (1) Very satisfied
____ (2) Satisfied
____ (3) Neutral
____ (4) Dissatisfied
____ (5) Very dissatisfied

Ross E. Moen and Kenneth O. Doyle, Jr.

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Measurement Services Center
University of Minnesota

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		Not At All True	A Little True	Moderately True	Quite True	Extremely True
1.	An important part of school is being around people I like.	1	2	3	4	5
2.	I get most involved in courses which help me understand myself better.	1	2	3	4	5
3.	I like to study with other students.	1	2	3	4	5
4.	I tend to be more interested in having a good time than in doing schoolwork.	1	2	3	4	5
5.	I get upset by teachers who will not seriously consider other points of view.	1	2	3	4	5
6.	I set high standards of performance for myself in school.	1	2	3	4	5
7.	One of my major goals in school is to better understand the meaning of my life.	1	2	3	4	5
8.	I need good grades to get ahead in my career.	1	2	3	4	5
9.	I expect to learn relatively little in school that is of any real use or importance.	1	2	3	4	5
10.	I am enthusiastic about trying to get high scores and grades.	1	2	3	4	5
11.	School is a way for me to improve my social status.	1	2	3	4	5
12.	I get really interested in almost everything I study.	1	2	3	4	5
13.	Group discussions in school are usually a waste of time for me.	1	2	3	4	5
14.	I like to talk with teachers after or outside of class.	1	2	3	4	5
15.	The grade I get in a course depends a lot on who the teacher is.	1	2	3	4	5
16.	I like courses where the student can decide what to do.	1	2	3	4	5
17.	Once I have started something I keep at it until it's done.	1	2	3	4	5
18.	I usually enjoy listening to classroom lectures.	1	2	3	4	5
19.	I work harder in courses where there is someone I want to impress.	1	2	3	4	5
20.	I am hoping that an education will make it easier for me to make friends.	1	2	3	4	5
21.	The information that scores and grades provide about my abilities is very important to me.	1	2	3	4	5
22.	I dislike most schoolwork.	1	2	3	4	5
23.	I enjoy explaining a difficult point to students who didn't understand it.	1	2	3	4	5
24.	I kind of like the nervous excitement that sometimes comes before an examination.	1	2	3	4	5
25.	I try to be one of the best students in any course I take.	1	2	3	4	5
26.	Having something to talk about — besides the weather — is one thing I want out of school.	1	2	3	4	5
27.	I get impatient when a lot of class time is taken up with students' questions.	1	2	3	4	5
28.	I am unwilling to work as hard as teachers seem to think I should.	1	2	3	4	5
29.	I enjoy showing off my knowledge in class.	1	2	3	4	5
30.	I refuse to give up on a task as long as there is even a slight possiblity that I might succeed.	1	2	3	4	5

-- PLEASE CONTINUE ON THE NEXT PAGE --

		Not At All True	A Little True	Moder-ately True	Quite True	Extremely True
31.	I hope school will help me get free of restrictions on my life.	1	2	3	4	5
32.	My major goal in school is preparation for my chosen career.	1	2	3	4	5
33.	I resent being given assignments which seem purposeless.	1	2	3	4	5
34.	I enjoy reading most books and articles my teachers assign.	1	2	3	4	5
35.	I feel like a failure when I get a low score or grade.	1	2	3	4	5
36.	I am seeking answers to some moral and/or religious questions in school.	1	2	3	4	5
37.	I try to do my very best on all my schoolwork.	1	2	3	4	5
38.	I usually put only as much effort into school as I have to.	1	2	3	4	5
39.	I enjoy trying to draw a general, overall impression from a mass of information.	1	2	3	4	5
40.	I like to be the one responsible for seeing that a group gets something done.	1	2	3	4	5
41.	The scores and grades I get often seem unrelated to how hard I work.	1	2	3	4	5
42.	I hope school will help me learn to make fewer foolish mistakes.	1	2	3	4	5
43.	I enjoy doing papers.	1	2	3	4	5
44.	Poorly done lectures, books, etc. really irritate me.	1	2	3	4	5
45.	I often get so nervous it interferes with my performance on tests.	1	2	3	4	5
46.	I enjoy competing with other students.	1	2	3	4	5
47.	I hope school will make me better able to cope with everyday problems.	1	2	3	4	5
48.	I am concerned that school — the time I spend, grades or degrees I receive, changes in my knowledge and values, etc. — may interfere with some relationships that are important to me.	1	2	3	4	5
49.	I tend to put off doing assignments I am worried about.	1	2	3	4	5
50.	I want to make my family proud of my performance in school.	1	2	3	4	5
51.	I enjoy matching wits with others in school.	1	2	3	4	5
52.	I often worry about getting the scores or grades I want.	1	2	3	4	5
53.	I have other obligations that interfere with how much time and effort I can put into school.	1	2	3	4	5
54.	I hope school will help me gain the admiration of others.	1	2	3	4	5
55.	It is important for me to determine for myself how I will do an assignment.	1	2	3	4	5
56.	When I don't understand something in school, I like to talk with other students about it.	1	2	3	4	5
57.	I enjoy painstakingly examining how a few important ideas fit together.	1	2	3	4	5
58.	I tend to get so discouraged in school that I feel like giving up.	1	2	3	4	5
59.	I hate having to talk in class.	1	2	3	4	5
60.	I often feel like it's useless for me to study hard for a test.	1	2	3	4	5

-- PLEASE CONTINUE ON THE NEXT PAGE --

		Not At All True	A Little True	Moder-ately True	Quite True	Extremely True
61.	Worrying about how well I will do sometimes makes me work harder.	1	2	3	4	5
62.	I sometimes enjoy having a good hot argument in class.	1	2	3	4	5
63.	School is relatively unimportant to me.	1	2	3	4	5
64.	I sometimes get so nervous about an assignment I have to quit working on it.	1	2	3	4	5
65.	The main reason I study is to get the scores or grades I want.	1	2	3	4	5
66.	I hope what I learn in school will make others pay more attention to me.	1	2	3	4	5
67.	I would love to have others remark on how impressed they were with something I said in class.	1	2	3	4	5
68.	I am in school only because I need a degree to get the kind of job I want.	1	2	3	4	5
69.	I work harder for teachers who appreciate my efforts.	1	2	3	4	5
70.	I worry that others might think something I do or say in class is stupid.	1	2	3	4	5
71.	I work best alone.	1	2	3	4	5
72.	I want an education primarily because it will help me make more money.	1	2	3	4	5
73.	Some nervousness usually helps me do better on a test.	1	2	3	4	5
74.	I hate having anyone do a better job than me on an assignment or test.	1	2	3	4	5
75.	I enjoy trying to find new ways of doing or expressing things.	1	2	3	4	5
76.	I seek out courses which expose me to views that differ from my own.	1	2	3	4	5
77.	I like to decide for myself what I should learn.	1	2	3	4	5
78.	I sometimes worry so much about whether I am doing a good job that I can't concentrate on my work.	1	2	3	4	5
79.	I hate to leave anything half finished.	1	2	3	4	5
80.	I tend to spend so much time with friends that my school-work suffers.	1	2	3	4	5
81.	I often feel like I have little control over what happens to me in school.	1	2	3	4	5
82.	I enjoy breaking complex things down into their component parts.	1	2	3	4	5
83.	I dislike having to work on group projects.	1	2	3	4	5
84.	I hope school will make me more interesting to others.	1	2	3	4	5
85.	I am afraid that school may be too hard for me.	1	2	3	4	5
86.	I work harder when other students might do a better job than me.	1	2	3	4	5
87.	I feel cheated when the teacher just grades an assignment without making any comments.	1	2	3	4	5
88.	I get very uncomfortable when I have to talk to people I don't know.	1	2	3	4	5
89.	I work best when I feel under pressure.	1	2	3	4	5
90.	I refuse to do mediocre work.	1	2	3	4	5

General College TRIO Program
Student Satisfaction Survey

Student I.D. No. __ __ __ __ __ __ __ Student Name _____ _____
Last (please print) First

The following questions focus on your opinions about the TRIO Program. Please circle one number for each statement to indicate the extent to which you agree or disagree with it.

		strongly disagree	disagree	agree	strongly agree	very strongly agree
1.	The TRIO Program helped me to stay in school.	1	2	3	4	5
2.	I have more confidence in myself as a student now that I did last fall as a result of the TRIO Program.	1	2	3	4	5
3.	The TRIO staff has <u>not</u> been very supportive of me in my efforts as a student.	1	2	3	4	5
4.	The TRIO staff has been accessible to me when I needed help.	1	2	3	4	5
5.	My skills in organization have <u>not</u> improved this year from being in the TRIO Program.	1	2	3	4	5
6.	The TRIO Program has <u>not</u> helped me to make career plans.	1	2	3	4	5
7.	My long-range planning skills have improved this year as a result of participating in the TRIO Program.	1	2	3	4	5
8.	Overall, I am satisfied with the TRIO Program.	1	2	3	4	5
9.	I would <u>not</u> recommend the program to friends and relatives.	1	2	3	4	5
10.	I was more motivated to continue school when I started last Fall than I am now.	1	2	3	4	5
11.	Because of the TRIO Program, I am more aware of University and community resources (such as financial aid, daycare, and student support services) and how to use them.	1	2	3	4	5

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E

Student Folder # _____

Student Initials _____

Case Study, TRIO/Special Services Integrated Course of Study--Writing Skills

General College, University of Minnesota, June, 1981

Quarters and courses enrolled: _____

_____

_____

Rater: Please address the following categories as you review the folder. Use whatever evidence is available there to evaluate how well the student has met the goals.

1. One goal of the Special Services Integrated Course of Study has been building confidence in students whose entrance profiles would predict failure. Using impromptu essays, comment on the confidence of this student as a writer at entry and at exit.

2. Comment on the student's growth or lack of growth in mastery of writing at the sentence level. Use both impromptu writing and outside of class assignments.

   (a) sentence boundaries

2. continued

(b) sentence control and variety

3. Comment on how well the student develops main ideas in papers. Does the student show evidence of anticipating a reader's needs throughout the paper? Is there change in this from entry to exit? In what ways?

4. Does the student write coherently? Comment on growth in these categories.

   (a) Is the organizing pattern appropriate for the topic?

   (b) Is a main idea addressed, with appropriate limits?

   (c) Is there connection among the parts of papers so that a reader can follow the paper?

5. Surface competence: proofreading, editing. Note growth in

   (a) reduction in number of errors in spelling, punctuation, and syntax.

   (b) development of self-editing skills as evidenced in drafts or impromptu writing.

APPENDIX II

TABLE I

Mean Responses to Janis-Field Self-Esteem Pre Test for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)

Item (positive)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you feel that you have handled yourself well at a social gathering?	34	3.68	38	3.39	16	3.63	27	3.59	88	3.50
How confident do you feel that some day the people you know will look up to you and respect you?	34	2.91	37	3.57	16	3.31	27	3.15	87	3.26
In general, how confident do you feel about your abilities?	34	3.00	38	3.74	16	3.25	27	3.56	88	3.36
How often do you have the feeling that you can do everything well?	34	2.35	38	2.74	16	3.13	27	2.52	88	2.66
How comfortable are you when starting a conversation with people whom you don't know?	34	2.74	38	3.03	16	3.44	27	2.89	88	2.97
How sure of yourself do you feel when among strangers?	34	2.91	38	3.08	16	3.31	27	3.07	88	3.06
When you speak in a class discussion, how sure of yourself do you feel?	34	2.53	38	3.08	16	3.06	27	2.96	88	2.86
When you talk in front of a class or a group of people your own age, how pleased are you with your performance?	34	2.74	37	3.32	15	3.27	27	3.11	86	3.14
How often do you feel that you are a successful person?	34	2.76	37	3.24	15	3.60	27	2.96	86	3.12
(negative)										
How often do you have the feeling there is nothing you can do well?	34	2.91	38	3.39	16	3.13	27	3.52	88	3.16
How often do you worry about whether other people like to be with you?	34	3.24	38	3.26	16	3.75	27	3.33	88	3.34

TABLE I, cont.

Mean Responses to Janis-Field Self-Esteem Pre Test for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)

Item (negative)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you feel self-conscious?	34	2.71	38	2.76	16	2.94	27	2.81	88	2.77
Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?	34	2.94	38	3.21	16	3.50	27	3.37	88	3.15
Do you ever think that you are a worthless individual?	34	3.56	38	4.18	16	3.88	27	3.85	88	3.89
How often are you troubled with shyness?	34	2.85	38	3.18	16	3.44	27	3.15	88	3.10
How often do you feel inferior to most of the people you know?	34	3.27	38	3.82	16	3.75	27	3.48	88	3.60
When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?	34	2.21	37	2.95	14	3.21	27	2.59	85	2.69
How often do you feel that you dislike yourself?	34	3.38	37	3.73	15	3.73	27	3.74	86	3.59
How much do you worry about how well you get along with others?	34	3.18	37	3.32	15	3.53	27	3.48	86	3.30
Scale Total		2.93		3.36		3.40		3.19		3.20

TABLE II

Mean Responses to Janis-Field Self-Esteem Post Test for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)

Item (positive)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you feel that you have handled yourself well at a social gathering?	34	4.06	38	3.81	16	4.13	27	3.81	88	3.96
How confident do you feel that some day the people you know will look up to you and respect you?	34	3.86	37	3.95	16	4.00	27	3.67	87	3.92
In general, how confident do you feel about your abilities?	34	3.94	38	4.06	16	4.13	27	4.04	88	4.03
How often do you have the feeling that you can do everything well?	34	2.91	38	3.06	16	3.56	27	2.96	88	3.09
How comfortable are you when starting a conversation with people whom you don't know?	34	3.33	38	3.53	15	3.87	27	3.41	87	3.51
How sure of yourself do you feel when among strangers?	34	3.50	38	3.55	16	3.88	27	3.67	88	3.59
When you speak in a class discussion, how sure of yourself do you feel?	34	3.44	38	3.47	16	3.75	27	3.70	88	3.51
When you talk in front of a class or a group of people your own age, how pleased are you with your performance?	34	3.45	37	3.78	15	3.73	27	3.48	86	3.64
How often do you feel that you are a successful person?	34	3.82	37	3.70	15	3.87	27	3.67	86	3.78
(negative)										
How often do you have the feeling there is nothing you can do well?	34	3.59	38	3.81	16	3.69	27	3.74	88	3.70
How often do you worry about whether other people like to be with you?	34	3.74	38	3.73	16	4.06	27	3.85	88	3.79

TABLE II, cont.
Mean Responses to Janis-Field Self-Esteem Post Test for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)

Item (negative)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you feel self-conscious?	34	3.27	38	3.08	16	3.31	27	3.00	88	3.20
Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?	34	3.88	35	3.71	16	3.88	27	3.78	85	3.81
Do you ever think that you are a worthless individual?	34	4.18	38	4.52	16	4.13	27	4.18	88	4.32
How often are you troubled with shyness?	34	3.35	38	3.44	16	3.88	27	3.41	88	3.49
How often do you feel inferior to most of the people you know?	34	4.09	38	4.11	16	4.06	27	3.85	88	4.09
When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?	34	2.95	36	3.47	14	3.50	27	3.04	84	3.26
How often do you feel that you dislike yourself?	34	4.06	37	4.19	15	3.80	27	4.07	86	4.07
How much do you worry about how well you get along with others?	34	3.77	37	3.55	15	3.67	27	3.78	86	3.66
Scale Total		3.63		3.75		3.81		3.62		3.71

TABLE III

Mean Gains on the Janis-Field Self-Esteem Scale (Post-Pretest Response) for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)
(a positive score indicates a gain in self esteem, a negative score indicates a loss)

Item (positive)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you feel that you have handled yourself well at a social gathering?	34	.38	38	.42	16	.50	27	.22	88	.42
How confident do you feel that some day the people you know will look up to you and respect you?	34	.94	37	.38	16	.69	27	.52	87	.66
In general, how confident do you feel about your abilities?	34	.94	38	.32	16	.88	27	.48	88	.66
How often do you have the feeling that you can do everything well?	34	.56	38	.32	16	.44	27	.44	88	.43
How comfortable are you when starting a conversation with people whom you don't know?	34	.59	38	.50	15	.40	27	.52	87	.52
How sure of yourself do you feel when among strangers?	34	.59	38	.47	16	.63	27	.59	88	.55
When you speak in a class discussion, how sure of yourself do you feel?	34	.91	38	.39	16	.69	27	.74	88	.65
When you talk in front of a class or a group of people you own age, how pleased are you with your performance?	34	.71	37	.46	15	.47	27	.37	86	.56
How often do you feel that you are a successful perso[illegible]?	34	1.06	37	.46	15	.27	27	.70	86	.66
(negative)										
How often do you have the feeling there is nothing you can do well?	34	.68	38	.42	16	.56	27	.22	88	.55

TABLE III, cont.
Mean Gains on the Janis-Field Self-Esteem Scale (Post-Pretest Responses) for Each Group
(on a 5-point scale, 1 = low esteem, 5 = high esteem)

Item (negative)	ICS		Counseling		Tutoring		Control		TRIO Total	
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
How often do you worry about whether other people like to be with you?	34	.50	38	.47	16	.31	27	.52	88	.45
How often do you feel self-conscious?	34	.56	38	.32	16	.44	27	.19	88	.43
Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?	34	.94	38	.50	16	.38	27	.41	88	.65
Do you ever think that you are a worthless individual?	34	.62	38	.34	16	.25	27	.33	88	.43
How often are you troubled with shyness?	34	.50	38	.26	16	.44	27	.26	88	.39
How often do you feel inferior to most of the people you know?	34	.82	38	.29	16	.31	27	.37	88	.50
When you have to talk in front of a class or a group of people your own age, how afraid or worried do you usually feel?	34	.74	36	.47	14	.29	27	.44	84	.55
How often do you feel that you dislike yourself?	34	.68	37	.46	15	.13	27	.33	86	.49
How much do you worry about how well you get along with others?	34	.59	37	.24	15	.13	27	.30	86	.36
Scale Total		.70		.39		.42		.42		.51